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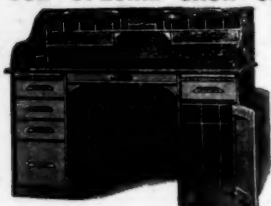
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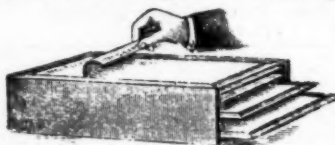


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Mention SCHOOL JOURNAL.

THE SCHOOL JOURNAL

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THE meaning of Christmas is becoming better understood year by year. It is The Children's Day. Just how this has come about is a matter of considerable history. At the bottom of it is the fact that all days of rejoicing involve the family—by which is meant the children; so that the appropriation of Christmas by the children is entirely natural.

Let the school-room then rejoice over the coming of this day; it is not necessary that it be a day of gifts, let that be reserved for the family. But let the spirit of the day enter the school-room; "Good Will from the Highest to Man." It will be well for the teacher to study to give expression to this angelic utterance. Let him attempt to impress the Christmas spirit within the walls of his school-room. This will not come through a lecture or sermon; but the reason of celebrating the day should be made plain to the very youngest.

For exercises to express the joy and freedom of the school, some most appropriate materials are provided for the teacher. Let there be something done even in that school-house in Iowa out on the prairie, where there are only seven pupils. Let glad songs arise. Let the children go home from their exercises, to add new brightness to their households.

The delay in receiving this issue of THE SCHOOL JOURNAL is occasioned by the removal of the printing plant to the new building at 61 East Ninth street. At the first opportunity this building will be fully described to our readers.

Any delay in receiving books ordered will be due to the same cause. All possible patience is asked; the task of removal was a vaster one than was anticipated.

Who is responsible for the erection of an educational building at Chicago? is asked. We reply the EXECUTIVE COMMITTEE. This is composed of the president of the council; L. J. Gage; Director General Davis (all known to be in favor of it) and Ferdinand W. Peck, Robert A. Waller, Henry B. Stone, Edwin Walker, W. D. Kerfoot, Charles H. Schwab, A. H. Revell, E. P. Ripley, C. L. Hutchinson, J. W. Ellsworth, R. C. Clowry, J. J. P. Odell, E. R. Butler, T. J. Lefens, and W. T. Baker. How many of these are for or against erecting a building for educational purposes, is not known. Word has gone over the world to gather educational materials, now all is as "whist as mice."

Let the members of this executive committee bestir

themselves; the American people will not tolerate any neglect of the educational interests of the country.

Thanksgiving day was mainly devoted in this city to witnessing a game of football between students of Princeton and Yale universities. Those who have been anxious to promote athletics in the colleges had a good opportunity to see the results up to this time. Physical training is one thing, "athletics" another. The latter give rise to moral and spiritual degeneracy. The scenes in the city, enacted by the several thousand students, were disgraceful in the highest degree. If the authorities in Princeton and Yale, etc., take no notice of them they are unworthy of their places. THE JOURNAL has always opposed "athletics" because there were discernible in those crazed by them the marks of spiritual degeneracy. There has now time enough elapsed to get the opinions of those who have graduated from the colleges and have given a backward look. They unhesitatingly lament the influences that are now so powerfully at work. The athletic craze must yield to physical training or the colleges will fail of the purposes for which they were founded.

The suspension of *The Primary School* left due the subscribers a number of issues, to supply which it has arranged with Messrs. E. L. Kellogg & Co., to substitute the PRIMARY SCHOOL JOURNAL. This paper will be sent to subscribers without cost until the number of issues for which they paid has been completed.

The Editor of *The Primary School* says: We trust the excellence of the help it affords will atone for the long delay with which our kind friends have been so patient.

Of course, this interim has been occupied in endeavors to resume the publication of our paper, by placing it on a firm financial footing. This seems at present impossible, but the misfortune is chiefly ours. We are quite confident that our subscribers will be so well satisfied with THE JOURNAL, as to renew their subscriptions as fast as they expire, just as they would for *The Primary School*. We never fully realized the superior value of THE SCHOOL JOURNAL, as a practical paper, until our scissors were employed in furnishing "selected matter" for *The Primary School*. A glance through the numbers published will quickly reveal what a reservoir of suitable material we found it while enlisting our corps of original contributors. The excellence of this material helped to give *The Primary School* its "start."

Not only is THE JOURNAL a perpetual fund of just such hints as our friends signified their need and preference for, but the monthly issue we send them has the great distinctive merit of *The Primary School* as a whole. It is a department paper—devoted wholly to the work of primary grades. While bidding our readers a reluctant editorial farewell, we cannot but congratulate them upon the character of the journal they are to receive in our stead.

E. E. KENYON.

Kindergarten Principles in Other Grades.

By MRS. SUSAN HARRIMAN, Halifax, N. S.

It is interesting to look abroad and see the wonderful growth which has characterized the kindergarten during the few years which have just passed. Marked progress has been made in the large cities, and when one takes up an educational magazine, he sees so many articles relative to the kindergarten, so many references to kindergarten philosophy and principles, that he is almost led to think that all the little ones in this broad land are to be found at the stroke of nine, sitting in the kindergarten morning ring, and drinking in kindergarten love and sunshine. But put aside the educational paper and walk among the people at large, and how few can be found who ever heard of this system, and who, having heard of it, realize its value in the educational work of to-day. And leaving out of consideration those primary teachers who have as near neighbor a kindergarten, and the atmosphere of whose room is therefore tempered by Fröbel's love and light, and setting aside those wide-awake teachers who, though living far from kindergarten centers, are so alive to the methods of the day, and so quick in adopting them, how many primary schools there are where the same methods which prevailed in the era of spinning wheels are used.

A long time must necessarily elapse before the kindergarten, in all its completeness and beauty, can find a foothold in the wide-stretching country districts, and must these children be deprived of Fröbel's legacy to childhood? Dispensing with the weaving mats, the attractive beads, the building gifts, may they not yet have the advantage of that which is still better—Fröbel's principles?

These principles should command the respect of all, for they represent not the views of one man, but of many, reaching back to the time of Plato, and evolved by such men as Comenius, Rousseau, Pestalozzi, and last of all Fröbel, who systematized, improved, and put upon a practical basis, the views of the others. Again they are founded upon child-nature itself, which is essentially the same throughout city and country.

And now let us consider a few of these principles, which can be characterized in three ways:

1. Easily applied by a willing mind.
2. Insuring rich and practical results.
3. Incurring no expense.

First of all, there must be love for and sympathy with childhood—not outwardly assumed, but inwardly felt and outwardly expressed. This may seem too apparent to mention, but one sees the necessity of doing so, after seeing the hush which falls upon a merry group around the school-room door, the falling back to right and left as the teacher advances, and, marching between the ranks, enters the door with neither smile nor word of recognition. The way in which a teacher enters the room is an index of the whole day. The cheery, bright "good morning" to the dull, logy boy, the quiet dignified greeting to the loud-voiced lad, the pat on the head to the little tot too bashful to raise her eyes, the acknowledgment of a flower timidly offered, the busying of hands and restless feet in letting in the sunshine and putting the room in order—all these tend to give the homelike atmosphere of the kindergarten, in which

the little human plants entrusted to our care best thrive.

Secondly, there must be activity. The reason of this, and its relation to a principle to be considered later, is seen if we observe the little three-year-old at home, for active he must be regardless of circumstances. He may be tearing a bit of paper into still smaller bits, or he may be emptying his blocks upon the floor for the express purpose of picking them up again, only to be thrown far and wide once more. He may be engaged in the simple act of running from one place to another, but of all these activities one thing is characteristic, the child is intent upon it. He is never guilty of aimless activity. The running from one side of the room to another may seem aimless, but the bright eyes and happy smile prove that he has a perfectly legitimate aim—enjoyment, resulting from a method of physical development. Now what can we learn from this observation? A principle most important to those whose work it is to educate these little folks, namely that *activity* and *interest* are one and inseparable in childhood. Let the hand and mind work together.

But as the child grows older we see more definite aims in his activity. His senses are developing rapidly and he exhibits unbounded curiosity as to the qualities of different objects and the relation of parts to the whole. Every object must be handled and if possible taken apart. The little maid is no longer contented with a doll whose figure, face, dress, and shoes are all represented in one and the same piece of rubber. Instead, a doll whose clothing consists of as many pieces as that of the little mother herself must be provided, and the dressing of the doll, observing due order and precision in the relation of the parts to the whole outfit, gives joy to the child's heart and furthers her education.

Activity and free use of the senses are then necessary in interesting the child, which is of course the foundation of good work.

Next we must proceed from the known to the unknown. When the child raps at the primary door he finds himself introduced into a strange world, peopled with strangers, and in most cases, to a discourse on strange letters and figures, as incomprehensible and uninteresting as Greek. Is it to be wondered at that there are so many confused heads on the shoulders of the public school pupils? If we wish a pupil to feel at home should we not receive him as we would a friend in our home? Should we not try to enter into his little experiences, talk of those things which are of interest to him, rather than expect him to be interested in our work and conversation? If we pursued this plan how much respect we should have for those now designated as stupid. They fail to remember how many threes in nine, but ask them about the picnic last summer and they will remember mere details even, forgotten by us, and if talked with will surprise us with their extent of knowledge. Have we not all been at some time in the same position as the "stupid child"? We have studied various branches, have traveled far and wide, perhaps, and are considered fairly intelligent. Suddenly a specialist on some subject outside our range appears, and without considering our range of topics, clings steadfastly to his own, and finding us dumb, sets us down as stupid, or at least uninteresting.

And this is closely connected with primary school work, for it is the best possible method of teaching

language. And having originated an idea and expressed it in words, how delighted the child is when you offer to write his thought on the board. With what expression he reads it, and all this is not an ideal, but the newest and most effectual method of teaching reading. The wisdom of this method is proved by the happiness attending the work, for there is no more pleasing sight than a teacher leading her little flock from board to board, as she teaches them to read, by writing their thoughts.

Finally we must proceed from the concrete to the abstract. This principle is especially applicable to number work, and we see not only numbers, but the principles of addition, subtraction, multiplication, and division taught by means of beans, shells, or sticks, learning, through the sense of sight and touch, of *things* before struggling with figures, the symbols of things.

One more principle I must mention briefly; namely, sufficient freedom of action to allow development of character. "Character develops in the stream of life," and a certain freedom in the school-room gives opportunity for the little courtesies of life which can be learned only through doing. Character may not be mentioned in the school curriculum, but it should be the aim of every teacher, and it cannot develop amid a system of iron rules.

The Heart and Motives of the Child.

By ANNA B. BADLAM, Dorchester, Mass.

Do we in the primary grades bring that beautiful spirit of faith in child-nature into our work, until it pervades the whole atmosphere of our teaching, as Fröbel's spirit pervades the kindergarten? Are we as anxious to learn the ways of the teacher, who is building child-character, daily, as we are to learn those of the successful teacher of the latest methods in reading, number, or elementary science? Are we not prone to sift, and sift, and sift again our ways and means of elementary teaching, till, like the loaf made from the finest wheat flour, in our attempt at lightness and whiteness of the mental food we offer the child, the strength-giving, muscle-producing forces for his moral growth are lacking, just as the proper elements for a healthy body have been left out from the loaf of modern wheat bread?

These questions are serious ones for the teacher to consider.

Voltaire tells us: "Bring together all the children of the universe; you will find nothing in them but innocence, gentleness, and fear. Were they born wicked, spiteful, and cruel, some signs of it would come from them, as little snakes strive to bite, and little tigers to tear. But nature having been as sparing of offensive weapons to man as to pigeons and rabbits, it cannot have given them an instinct to mischief and destruction."

This faith in child-nature serves like a watchword and an inspiration; for, if we turn to nature, we find that she is ever true in her works, and her most beautiful creation, the most worthy to call forth the highest inspiration of soul and mind is the little child. The little child, if left to its natural impulses, irrespective of conditions and environments that tend to hamper its perfect soul development, would remain "a child of nature" always; it is, only, when warped and distorted by the direction of its impulses into tortuous channels of wrong doing that we need to question its motives of action; for, Joubert tells us, "Children have more need of models than critics."

If only the little child, fresh from the hand of nature, could have the ideal, beautiful teaching, the latent motherhood in every true woman's heart would suggest, what might not be accomplished in the line of character-building in the family, in the school! But the child, whose early training has been such that the distinctions of right and wrong have not been impressed upon his little mind by discerning either mixed or doubtful motives of conduct in those who guide him, or

who associate with him, is indeed fortunate not to have learned the first lessons of diplomacy that have come to less fortunate little ones, for, "The least, and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration."

There are vital questions the earnest teacher would often like to have answered in some way that would throw so strong a light upon the heart of the little child that she could indeed read it aright; hence, she ponders, "When does the child first become conscious of *truth* as distinguished from *falsehood*?" for, it is her firm conviction that but a few of the little human twigs come forth from the family tree bending naturally in the *wrong* direction.

True, there may be a few abnormal cases, in a class; such cases, must needs call forth the tenderest pity, the gentlest sympathy, the deepest solicitude, the sublimest faith, and the greatest patience that can possess the soul of a woman. Think what it means for a child to enter the world crippled in its soul's energies! We have the tenderest compassion for the child who comes into the world crippled in body, or with locked senses, "the gateways of the mind," but our compassion fails us, alas, often, when it is most needed for the child whose soul is fettered in this way through the selfishness and sin of its parents.

Again, the earnest teacher's attention is arrested by the thought, "When does the child discriminate between *right* and *wrong*? What is the *motive* that directs his *choice* of action?"

In her perplexity this problem comes to her to be solved, "If never deceived, would he ever learn to deceive?" for, if in sympathy with children, if she be aided by a knowledge and a comprehension of the laws of childhood, she believes that, as a rule, when the child comes from the hand of nature, "His soul is yet a white paper unscribbled with observations of the world, where-with at length it becomes a *blotted* note-book."

Instances come to her out of her own experience with children to read aright the motives that determine the direction of the impulses, and the subsequent acts of her pupils, and she wisely guides the thought of the little fellow, who, upon accidentally breaking a cherished candy toy, answered her words of sympathy with the sturdy words, "I wanted to," by saying, "You mean you are going to be brave and not cry; but you did not really mean to break it, or want to break it, I am sure." The satisfied look of the child at having his bravery understood and expressed in words, is ample reward for his teacher, who has taken time to read his motive, and put it into language, that he can apply in the future expression of his thought.

Again, her intuitive powers lead her to judge leniently when her pupils, seemingly, consciously exaggerate in their statements, respecting places and events; for, she knows that their early and crude ideas of space, proportion, and time, are very prone to be erroneous. Keenly observant of the vivid imagination in many children, she wisely directs their thoughts into proper channels, and leads them to distinguish between the *real* and the "make-believe," by judicious language lessons, and by stories and poems told or read to them. True, she may be puzzled by the recital from a child of a list of presents received at Christmas embodying nearly everything named by the other children in their several lists, but she judiciously answers the child by some such words as, "I am glad you could remember so many of the presents the other children had; after school we will have a little talk about your own." As she recalls some characteristics of the child she is able to ascribe this "flight of the imagination" to its true motive, a love of display, and her inventive mind seeks fresh means of checking this fault, which if left to develop must needs lead to boasting, and, ultimately, to falsehood and deceit.

"The little foxes that spoil the vines" she resolves shall be "barred out" by every means that a fertile mind, a generous heart, and "the faith that makes faithful," can furnish her in the smallest details of her high-school work, namely, *character-building*.

Christmas with the Little Folks.

By IDA GILBERT MYERS, Principal Normal School,
Washington, D. C.

My girls, upon going out to teach, are constantly coming back to compare work, and to submit ideas and plans for the future. When these bright, new teachers begin to talk there is little for me to do except to grow wiser and stronger from their enthusiasm and insight, their freshness and vigor.

One girl about whom I want to tell you dropped in, not long ago, "to ask a hundred questions." After these had been asked and settled—by the way, there were not a hundred—she went right on talking of what she had done, and what she wished to do. She told me all about her Columbus day; how she bought each child a little flag; how lustily they cheered and how she has yet a few minutes now and then when she tells a short story out of our new-world life, so firing the hearts of these young Americans that they *have* to take their flags down from the wall, where they are grouped, "*to cheer just once more.*" She said that after this the regular work went on evenly, and much more heartily than before.

"Now I'm getting ready for Christmas," said she. "Do you think it early? Well, I'm getting myself ready, now. I didn't know enough to give my boys a Christmas without study so I set to work. What am I studying? Christmas legends and customs. I want the boys to know how other children feel toward this splendid Christmas spirit; how they greet it and take it into their lives. I am working these stories over and over to make them as simple as the lads themselves, but trying very hard to keep them beautiful and strong. During the Christmas month I shall tell them to the children, two or more a week. Then they will give them back to me. The stories will make good language lessons, and those who don't believe much in heart culture may look upon them simply as such. I shall be glad and satisfied, however, if I can bind the hearts of these boys of mine to child life everywhere by the great, unselfish, joyful spirit of the Christmas tide. This time of all others belongs to the children, so I shall give it all up to their real enjoyment. They are going to have—not what somebody else calls a 'good time,' but what they call one. It doesn't take much to fill children clear up to the brim with happiness, and mine shall bubble over with gladness this once. Some of them are better conditioned than others, but these must reach down a little, and the others must step up until all are on a common level of unselfish pleasure. It will do us all good, I know.

"One glorious day last week I walked into the country to find the very best place for us to gather green things to decorate our room. Later we shall all go after them. The boys are sturdy fellows so it will be fun for them. We shall wear a genuine Christmas look with our wreaths and garlands, all woven by ourselves, and put into place by the boys. The crowning feature is to be a Christmas tree. On this everybody is to have what he wants. Perhaps there will not be a single useful thing there, but I've noticed that the children who have shoes and stockings, and jackets, given them, don't seem as happy as those who get the foolish, simple toy, on which the heart has been set, and for which beseechings have gone out for months. I was like that too. I can remember what a charm hung about a dear, old grandmother until one Christmas when she gave me a pair of stockings. She never seemed quite the same after that."

"Who will buy the presents? I shall. It can be done easily, for their wants are very simple. I'm finding out a little here and there, now and then, what each one wants. Not long ago one of the boys said he hoped Santa Claus would bring him a 'nanny-goat.' I didn't quite see how I could manage that, but I tried to be sympathetic. You can imagine my relief when he added, 'If I don't get a nanny-goat I'd rather have a tin

horn next. He'll get *that*. Have I wearied you with all of this talk about ourselves and our work? I hope you like what we are doing." Then she went away leaving me to think about what she was giving her "boys," by this apparent break in the established order of things to take time in her busy school-house for the Christmas stories and songs, for the walks in the woods, for the decorations, and the tree. I fell to reckoning upon the results of this course. Working back into my experiences with children, I found that the happiness and active interest in these things would probably facilitate work to such a degree, that nothing need be left out of the prescribed course to make a place for this. Even if something should be omitted it would seem justifiable, in the light of the advantage gained by stopping to take in the Christmas spirit. The lines indicated by that young teacher will bring into any school greater unselfishness, broader sympathies, more information, more culture, more skill in doing, more happiness—a larger, truer life. It will throw teacher and pupils into relations of closer acquaintance, and better understanding, and more helpful co-operation. It will put all on a higher plane for the New Year, with its duties and its pleasures. I'm sure "it will pay," pay even the most calculating of us.

Are all "Ruts" Narrow?

By A. C. SCAMMELL, Milford, Mass.

Why so much talk against ruts? We teachers are so often warned against walking in them, that we have come to think them pitfalls, and are studying how we can soonest fill them, or bridge them over, with "aids and devices." Do you suppose, teachers, we could fill them, if on some day of despair, we threw all our books on "Methods," "Theory and Practice," "Psychology," with all our "Helps," into these same ruts? O, no; they are deeper than we think. The mental wheels of good, intelligent people who lived more than two centuries ago, first dented the educational road, and since then, each generation of thinkers have deepened and widened the breach, till it cannot be filled in. Then, since ruts are to stay, why not walk in them sometimes, learning as we go?

In some of the best periodicals of the day, appear articles by different writers, on widely different subjects; yet to even a casual observer, they have the same imprint, or seem like the mental offspring of one cultured mind. Twenty years ago, these writers were pupils in the one school of a New England village, which has the deserved reputation of being literary, growing up under the one wisely-guiding teacher, who taught them to see and to love the beautiful in nature, in character, and in literature. Her pupils studied the same text-books year after year; there was such a variety of nature's out-door books, that it did not occur to teacher or pupil to ask for printed books on nature. Those old-time Readers! where could rarer gems of literature be found, than in them! Over and over again, were the old, yet always new pieces read and talked about, and every time, would the page be illumined by some new thought, woven out of the pupil's fancy. The examples in Colburn's, and Greenleaf's, were so many mines, where, term after term, the scholars delved, and were rewarded by rich "finds."

I do not speak against the new, broad, easy way, made so smooth and level by careful educators; I only plead that the ruts, on each side of the road of the new education, be left alone, and that teachers who choose to step aside to walk in them, sometimes, be allowed to do so, without being called "passee." Ruts need not be narrow. The beaten path of knowledge, over which the many go so slowly, yet so surely, may be better, later on, than the many paths that are grassgrown, because the feet skip so lightly over them, a few days or weeks in one, and then in another. Teachers, let us help to keep the ruts open awhile longer.

PRIMARY METHODS

The Thought Method of Teaching Reading.

By Supt. EBEN H. DAVIS, Chelsea, Mass.

It is essential to the best success of our plan to have a well defined vocabulary, with each month's work limited. Random work should be avoided at all points. Experience shows that bright children encounter no hardship in learning fifty words during the first two months, and about eighty during each of the three succeeding months. It matters little what words are selected, provided their uses are well understood; nor is it necessary that they should be easy words, so called. Children will learn to recognize at sight such words as *pencil, chicken, pitcher, and squirrel* as easily and quickly as the words *cat, dog, hen, etc.*, but it would be better to select those words which are the most natural for children to use. It is desirable to spend all of the first five months on blackboard exercises to the exclusion of Readers, and with the end in view of making the children familiar with a limited vocabulary. The words may be considered as learned when they can be read in every easy combination.

Three hundred words in five months will be considered as a severe task by the average teacher, and only those who have had considerable experience will find it easy, but the number of words is not so important as the training which the pupils receive in acquiring a good idea of thought, and how to express it. No other process affords so good an opportunity for establishing good habits, and at a time when they become most significant.

The vocabulary should contain a suitable proportion of nouns, verbs, adjectives, etc., in order to admit of the greatest variety of sentences, and the greatest enthusiasm of expression. For the first two months' work, from twenty to twenty-five nouns, such as may be conveniently represented by objects or toys, will be all that will be necessary to develop or excite thought objectively. Children are most interested in those toys which represent animals, such as the horse, cow, cat, dog, etc., but when there is difficulty in obtaining these, on account of the expense, or their scarcity, it should be understood that the same results may be obtained by using words requiring objects which are more common and less expensive, such as pencil, box, top, knife, fork, book, comb, etc.

The objects may be made very instrumental in the child's education just at this stage. They invite confidence and prevent shyness and timidity, help wonderfully to secure and hold attention without which there can be no rapid advancement, stimulate thought and originality of expression, and aid in learning to read.

The following arrangement of vocabulary may serve as a fair standard of what children can accomplish in a given time:

FIRST AND SECOND MONTHS.

Object words (represented and taught by means of objects or toys): horse, cow, dog, donkey, cat, doll, fan, mug, cup, saucer, hen, egg, nest, bird, box, bell, top, ball, bat, sheep, chicken, apple, basket, pitcher.

Have, see, has, is, put, may, can, will, run, bite.

A, an, the, red, fat, big, little, pretty.

I, it, my, me, you.

Yes, no, not, in.

THIRD MONTH.

Man, boy, girl, lamb, fox, tail, fur, feathers, wool, eye, ear, nose, mouth, head, hair, face, hand, feet, nut, squirrel, kitten, pony, rabbit.

Do, did, are, was, fly, lay, play, ride, hit, like, spin, eat, smell, hear, wash, comb, jump, catch.

He, she, we, our, this, that.

One, two, three, four, five, good, bad, new, old, white, black, gray, right, left, bushy.

Here, there, where, fast, very, too, now, ever, and, on, of, to, for, with.

FOURTH MONTH.

Tree, leaves, grass, hay, fish, boat, water, book, slate, desk, chair, floor, pencil, school, teacher, lady, gentleman, papa, mamma, flower, garden, day, night, bed, morning, evening, Christmas, Santa Claus, present.

Be, saw, grow, get, make, row, swim, read, write, go, say, thank, please, love, buy, give, gave, should, bring.

Six, seven, eight, nine, ten, green, yellow, brown, large, small, dark, bright, polite.

Us, your, his, her, him, they, their.

Yes, sir; yes, ma'am; no, sir; no, ma'am; why, when, well, at, up, O, if, always.

Teach sentences inculcating habits of politeness, as: "I say, 'Yes, sir,' to a gentleman," "I say, 'Yes, ma'am,' to a lady," "When I go to bed I say, 'Good night!'" "When I get up I say, 'Good morning!'" "I always say, 'Thank you,' and 'If you please.'" &c., &c.

FIFTH MONTH.

Brother, sister, baby, house, barn, home, yard, street, summer, winter, snow, ice, pond, hill, sled, sleigh, skates, mittens, hood, fire, stove, wood, coal, sun, moon, star, sky, rain, wheel, wagon, clock, time, o'clock.

Feel, try, help, let, live, slide, coast, ride, wear, shines, laugh, fall, fell, could, burn, tick.

Warm, cold, pleasant, round, hard, soft, sick, happy, beautiful, young, kind, cross, clear, blue, glad, great, long, some, any.

Who, whose, those, these, what.

By, down, into, out, over, much, how.

Add easy proper names wherever desired, in any month.

NOTES. Use the plural forms and change from declarative to interrogative sentences.

Be careful of penmanship, grammatical construction, and punctuation. Review by combining new words with those already learned. Reviews should be continued till all the words are easily and fluently read at sight.

The first use to be made of the objects, we have already explained. The end in view is to make the child conscious of the relation between language and thought, as well as to stimulate a flow of language as the result of thought. The thought may, reversely, be formed, by the use of language. The teacher may make a statement, as, "I have a horse," and then ask some child to tell her what she has. The answer will be, "You have a horse." If asked how he knows this, the answer is very likely to be, "You told me so," or something to this effect. The teacher then confirms her statement by showing the horse. In this manner children may be led on to see that the thoughts they have can be made known to their mates by these statements. The point to be gained is to have the thoughts formed by these statements such that they may be confirmed—made real—by concrete relations.

A great point is gained in the first steps of learning to read when we can get the children to talking freely, and all unconscious of themselves or their surroundings. The teacher must exercise great skill in conducting these lessons, and use great caution not to repress natural impulses. Many fail at this stage. Even with a full knowledge of the process, it cannot be made a success unless the children act naturally. As a sign that they are acting naturally, there should be manifest the greatest enthusiasm and interest during the recitation, with the result of securing perfect attention, and clear and forcible expression. There should be no difficulty from weak voices, but all should speak so as to be heard distinctly in every part of the room; nor should it be forced. We will here give one more exercise with the objects before taking the classes to the blackboard to read from script.

The teacher is seated in a chair near a table, on which is a box containing the objects. She takes one in her hand, adroitly, being careful not to display her whole stock, and calls forth, in a lively manner, original statements, just such as she sets out to elicit. If she desires to show the uses of the personal or possessive pronouns, she proceeds somewhat after this manner: with an object representing a cow in hand she asks, "What have I, children?" Ans. "You have a cow."

Handing the cow to Harry, she asks him what he has. He replies, "I have the cow." Who has the cow, Mary? "Harry has the cow." Tell me in another way. "The boy has the cow." Another way. "He has the cow." Handing the cow to Mary, and questioning one and another she elicits the pronoun *she*. Then requiring two children to take hold of the object, she elicits *we, our, they*, and so on.

The time necessary to spend on exercises of this kind depends upon the intelligence of the children. The end is accomplished when the children are able to make close discriminations as to

the objects and the relations they observe, and to give exact oral expression to the thoughts thus occasioned. One or two days are sufficient for the brighter groups, and one or two weeks for the lowest group of all.

The next step is that of reading from the script on the black-board. Some teachers still cling to the habit of using print instead of script, which is all right if they prefer it. The script will answer every purpose equally well, however, and, to the average teacher, is a far more expeditious process. There is no use for the print, educationally, while the script is of practical utility. It is no small acquisition to be able to read script at sight; besides, the child learns something of the art of penmanship by seeing it practiced so often. It is astonishing how poor a hand the child will learn to interpret at sight, but care should be taken to write in as good a hand as possible, although the process should be very rapid. Make all the sentences symmetrical as to their left hand extremities, one standing under another.

The work which precedes this step has prepared the children to regard the written expression as a medium of thought, just as the oral expression gave occasion for thought. We shall continue the use of objects, which will translate the thought hidden in the new form into concrete relations.

Elementary Arithmetic. IV.

FIRST AND SECOND YEARS.

By E. M. R., Springfield, Mass.

First Year.

It may be in touch with the holiday season to play some arithmetical games in the number classes the coming three weeks of our long first term. These also serve to enliven the more solid instruction and awaken a new interest in things that are old.

1. Children form a ring. One child is chosen for the center. She hangs a basket on her arm and passes around inside the ring saying:

I come from Santa Claus,
And Christmas things I bring.
I've dolls, two, one and three,
For some one in the ring.

Hands are raised and the leader chooses some one to answer. If the answer is correct the child receives the number from the basket, puts it on the table, takes the basket, and continues the round, naming a different article and different numbers, thus:

I've tops, one, one and two,
For some one in the ring.

The game continues until the basket is emptied of its freight. The contents may be spools, colored disks, shells, flowers, pebbles, or any convenient objects. The children are eager to answer so they can be leaders. At the close of the game the last leader says:

To whom of our ring,
Did Santa Claus bring
Most gifts or most toys,
To girls, or to boys?

2. Two children are chosen from the class who face each other, join hands, and raise them above the head to form an archway. Each of these children stands for a number; for instance one is six, the other five. One by one the rest of the class pass under the archway and each in his turn names some operation which results in either five or six, as:

Three and two are five. Five and one are six.
Six minus one is five. Three twos are six.
Four and three less one are six. Two threes are six.

If the answer is six the child takes his place behind the leader that stands for that number; if five on the opposite side. The leaders direct the children which line to join. If the result is neither five nor six, the child is ruled out. When all have had their turn the longest line has won the game.

3. Choose an orange with a thick rind. Stick sugared cloves into the rind all over the surface of the orange. Repeat:

My Christmas cake has many a plum.
Two, four, and three, I see.
If thou can'st tell me just the sum,
A share I'll give to thee.

When the answer is correct reward the child with the stated number of "plums."

A tile-board with pegs in it will take the place of the orange and the sugared cloves. A pin-cushion with pins in it answers the same purpose.

4. Have cards with numbers represented by dots on them, similar to Miss Badlam's number-cards but smaller for convenience in handling. Place the cards face downward. Each child draws one and writes on slate or paper the name of the number on his card. As fast as a name is written another card is drawn. He who has the most cards with the names written correctly wins the game. If one fails to write the name of his number he returns the card to the pile and draws another.

5. Choose sides as in the old spelling matches. After the lines are formed each draws a card, as above, face downward. Captain No. 1 then shows his card to the opposite captain who must tell how many are on both cards combined. If the answer is correct the cards are returned to the teacher, and the child next to captain No. 2 shows his card to the child opposite who combines the number with his own. So the game proceeds, each side alternately answering. Only two cards are shown at once and when used are given back. If one fails to respond or answers incorrectly the next child in turn answers, and the captain of the winning side "draws" one from the opposite side. If, however, the question passes on and is finally answered correctly on the side that first made the error, no "drawing" takes place. At the end of the game the side with the greater ranks has won.

6. In the last game I present for this grade one child begins by saying:

Now play we're merchants all.
I've nuts and cakes to sell,
Five nuts and two nice cakes.
How many, who can tell?

2nd. C. I've oranges to sell,
Two sweet and one quite sour.
How many, who can tell?

3rd. C. I've nuts and apples red.
Three nuts and apples two.
How many, who can tell?

4th. C. I've velvet, silk and lace,
Two yards of each so fine.
How many, who can tell?

5th. C. I've cakes and candies sweet,
Three cakes, three candies too.
How many, who can tell?

6th. C. I've kites and red balloons,
Two kites and two balloons.
How many, who can tell?

Second Year.

1. Arrange a counter of articles for sale. Choose one of the class for salesman, who takes his place behind the counter. The rest of the class are purchasers. The salesman calls:



Come buy of me
For your Christmas tree.
I've tops and balls
And books and dolls;
I've tinsel and beads
And all that one needs.
Come girls and boys
And buy of my toys.

A customer comes forward and says:
A kite and a ball I'll take.

The salesman answers:

The kite 'll be ten, the ball is but five; just fifteen cents it 'll make.

Another customer comes forward and says:

A doll and a hat I'll take. The salesman answers: The doll 'll be eight; the hat is but six. Just fourteen cents it 'll make.

Other customers come forward and state their errands. In each case the salesman names the price and amount and makes change if necessary. If the customer catches him in error he may become salesman. When a new salesman takes his stand he brings attention to his wares by calling:

Come buy of me
For your Christmas tree.
I've laces and ribbon,
A cat with a bib on,
A canary and lark,
A dog that can bark,
A bird that can sing,
And every nice thing,
That you girls or you boys
Can wish for in toys.

The efficacy of the game depends upon its briskness. Keep the sales lively and the responses quick. Have the articles

plainly tagged with their price. It starts the game well to have the teacher the first "salesman."

2. Choose sides as in the old spelling matches. Captain No. 1 names a number, as twelve. Captain No. 2 answers: Eight and four. He then names a number in his turn, as eight. The one nearest the head on the opposite side says: Sixteen less eight. He now names a number, as sixteen. The child opposite says: Eight twos. So the game proceeds, each child naming a number, and the child opposite responding. If one fails to respond or answers incorrectly the question passes to the other side. If it is then answered correctly the captain of the winning side "draws" one from the opposite ranks. If, however, the question passes on and is finally answered correctly in the line that first made the error, no drawing takes place. At the end of the game the side having the more children has won."

3. The builder's game. Place on the board previous to the exercise a list of materials used in building a house, thus:

bricks,	nails,
mortar,	panes,
timbers,	doors,
screws,	shingles,
	boards.

As the game proceeds have the number of each written against the article named.

The dialogue opens.

- All. We are busy builders all,
And a house we'll build so tall.
- 1st. C. I have bricks, now tell me true,
What's a dozen, four and two?
- 2nd. C. And I've mortar, just a pail,
Seven pounds and nine. Don't fail.
- 3rd. C. I have timbers long and straight,
Three and two and five and eight.
- 4th. C. And I've screws to hold them tight
Boxes seven and three. Guess right.
- 5th. C. I have boards so smooth and fine,
Six and two and one and nine.
- 6th. C. I have nails, a bag or two,
Sixteen ounces; guess they'll do.
- 7th. C. I have window panes beside,
Four good inches long and wide.
- 8th. C. Every room must have a door,
So I've one and two and four.
- 9th. C. Why the roof we 'most forgot.
I've a bunch of shingles brought;
Seven and eight would do, I thought.
- All. If a house you'd like to buy,
We invite you ours to try.

At the close of the game the board stands thus:

bricks, 18.
mortar, 91 pounds.
timbers, 18.
screws, 10 boxes.
boards, 18.
nails, 1 pound.
panes, 16 square inches.
doors, 7.
shingles, 15.

4. Let the teacher stand for a number, as 15. Have each child stand for a number, as Annie, 7; Willie, 8; Emma, 6; Ruth, 9. The teacher then calls "8" to stand beside her, who immediately calls "7" to sustain her. The teacher calls "9" who responds by taking her place beside her and immediately calls "6." So the lesson continues, each pair of children standing for the same number as the teacher. To vary the game give the children cards with large figures written upon them instead of numbering the children. Hang the cards on the neck, as in motto exercises.

The children finish with:

Once Fifteen said, "I'll give a ball
And my friends the Numbers together
call."
So she sent the cards out in course of time,
With the invitations all set to rhyme.
And the Numbers all,
Both great and small,
All nicely dressed
In their Sunday best,
Assembled quite gladly at Fifteen's call,
And these were the Numbers, listen all.
First Master Eight and little Miss Seven,
Then merry Four and sober Eleven.
Twelve and Three marched hand in hand;
Then Thirteen and Two, I understand.
Next dainty Six and roguish Nine;

Then Ten and Five brought up the line.
Each danced and acted his very best,
And we hope Fifteen enjoyed each guest.

5. Have twelve children represent the months of the year; then the teacher says:

Every boy and girl that's here
Knows twelve months just make a year,
If I from you three should take
Tell how many that would make.

The Teaching of Drawing. IV.

By HEMAN P. SMITH, Normal Art School, N. Y. City.

Decorative Drawing.—In preceding articles we have treated the subject of *form* and different means of expressing *form*. We will now consider the first steps in teaching the principles of decoration.

The pupils having already been taught to arrange tablets and forms cut from paper to represent the different faces of solids, we will now teach arrangement as we find it in ornament.

Teach by the use of solids the meaning of such words as *arrange, row, repeat, alternate*.

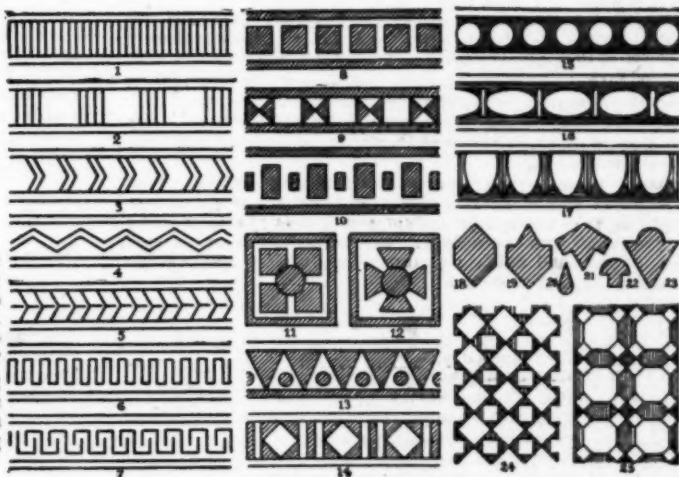
Arrangement for a Border.—Teach the meaning of arrange, by the use of colored sticks (use sticks of one color); illustrate this exercise in the following manner: Fasten a sheet of manilla paper on the wall or blackboard in front of the class; then have a half dozen sticks three inches long, and spread mucilage upon a slip of paper. Press one side of a stick upon the mucilage on the paper and then press it upon the sheet of paper on the blackboard; repeat this with several sticks, and arrange them side by side in a row from left to right, about one inch apart.

Teach *border* from examples of good design in prints of wall paper, oilcloths, pictures of tile borders, etc. Each teacher should make a collection of patterns for use in teaching the principles of decoration. By the use of applied decorative patterns the pupils will be led to observe borders on covers of books, handkerchiefs, napkins, crockery, glassware, etc. Teach *border, center*, and surface decoration from examples of good design.

In teaching *form* we supply each pupil with the geometrical solids and have them study them as types—in teaching *decoration* we should present examples of historic ornament as types in ornament for the pupils to study and have them copy some of those of simple pattern, to learn principles in decoration.

Borders.—The first column of illustrations in the accompanying cut furnishes good examples of historic patterns for the pupils to copy.

HISTORIC ORNAMENT.



HISTORIC ORNAMENT. 1, 2, 3, 4, 5. From Egyptian costumes. 6, 7. From Greek vases. 8, 13, 14. From Egyptian tombs, Thebes. 9, 10. From Byzantine jewel work. 11, 12. From Gothic tile work. 15, 16, 17. From Greek vases. 18, 19, 20, 21, 22, 23. From Saracenic wall decorations, Alhambra. 24. Byzantine floor, from Rome. 25. Saracenic floor, from Alhambra.

Method.—The teacher should make these patterns two or three times as large as the pupils make them, so that the class can readily see the pattern; those made with sticks should be made with the upright repeats three or four inches long. Put the pattern up so the class can see what they are to make; then make another like it, showing the class step by step how to make the pattern. Let them arrange a pattern like it (No. 1) when the class can arrange the border with sticks; then draw the pattern on the board copying from your large border made with sticks; then let the pupils copy on paper the border which they have made with sticks. Follow this plan in making the other examples; first, make the border with sticks; second, draw lines to represent the sticks.

This work of decoration in the first year class should not be taken up until about the seventh month in school. Examples 1, 2, 3, 4, 5, 6, and 7 may be made by first-year pupils, yet some of them may be too difficult for them to draw; also have the pupils practice repetition by repeating square tablets side by side, and alternation by placing first a circular, then a square tablet, and so alternating one form with another. The pupils can arrange the sticks upon the desk, also on a strip of practice paper cut the proper size for a background; two or three of the best arrangements should be preserved. This may be done by letting the pupils mount them in drawing books, the mounts on one page and the drawings on the opposite page.

Borders and Centers.—Examples in the second column of the cut, Nos. 8 to 14, suggest the kind of work for the second-year pupils. Let the pupils use tablets as units for repetition; also cut the shapes from colored paper and mount them. The following order is suggested:

1. Arrange the pattern with tablets.
2. Cut from colored paper and mount it.
3. Draw the pattern, remembering that lines picture edges, and that a line must be drawn to represent every visible edge.

Alternation.—Example 10 illustrates alternation in size. Let the pupils arrange this pattern with oblong tablets of two sizes; alternation in color may be illustrated by cutting oblongs from colored paper, using two colors cut the same size; then mount them, alternating one color with one of different color, on a slip of gray paper for background.

Centers.—Examples 11 and 12 illustrate the principle of repetition about a center.

1st.—Let the pupils copy these arrangements with tablets.

2nd.—Let them cut these in colored paper and mount them.

3d.—Let the pupils draw the example.

Examples.—13 and 14 may be arranged with tablets; may be cut in paper and mounted and then drawn.

Design.—Let the pupils, after having copied some good examples of historic ornament and studied the principles, apply the principles by making original arrangements, thus designing borders and centers.

Borders, Centers, and Surface.—Examples 15 to 25 in the cut indicate work for third-year pupils. The order of work should be the same as in second year; that is, arrangement with tablets, cutting from paper and mounting the patterns, then drawing them. After making some of these historic borders, let the pupils make symmetrical units, by combining two or more geometric figures; this will require more invention of the pupil than any preceding work. Illustrations Nos. 18 to 23 are taken from historic ornament. When the pupils have made some of these and copied them, let them make original units, arranging the combinations themselves; when they have several made select the best, construct them in paper, and draw them.

Centers.—Let the pupils make center ornament by arranging oval and elliptical tablets in radial arrangement (about a center), a strong, well defined center should be used, which may appear to hold the parts together. Arrange the design first with tablets, then cut the pattern in paper, mount, and draw.

Surface.—Let the pupils arrange with two different units a surface pattern copying either example, 24 or 25, using tablets; then make in colored paper.

During the first three years of school life, the drawing of arrangements should be as accurate as possible. Use a ruler to draw long lines and margin lines; place points at ends of sticks used as units, to fix positions; trace around geometric units; measure the spaces between them and use every means possible to insure accurate results. The object of all arrangement is beauty.

This happy day, whose risen sun
Shall set not through eternity,
This holy day when Christ the Lord
Took on Him our humanity,
For little children everywhere
A joyous season still we make;
We bring our precious gifts to them,
Even for the dear child Jesus' sake.

—Phoebe Cary.

Lessons in Primary Geography.* IV.

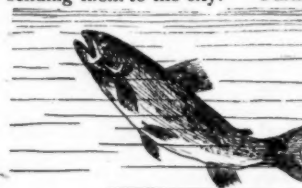
By DR. ALBERT E. MALTBY, Slippery Rock, Pa.

Let us put more coal in the grate this morning, for the cold winds are blowing outside and winter is coming. We have had our Thanksgiving holiday, and have come back to our studies, until Christmas day. "Miss Clay told us about the first Thanksgiving." "The winter was very cold, and the Puritans did not have much to eat." "When spring came they planted corn, oats, beans, and ever so many other things so that they would be sure to have enough to eat during the next winter." "The harvest was good, because the men tended the crops carefully all that

summer, and in the fall there was plenty to put into the cellars and log barns which the Puritans had made." I am glad that you know the history so well. How thankful we should all be that God provides so plentifully for us in this beautiful land of ours.

The old Puritan governor sent four men out hunting, that the people "might after a more special manner rejoice together." "Did they find some wild turkeys?" Perhaps, for this is the home of the turkey. "We do not send men out to hunt for turkeys now." "Father has ever so many turkeys which he is keeping until Christmas." He will sell some to the huckster who will take them to the city. "The huckster takes the feathers off or dresses the turkey before he sells it." "But he sells some alive." Yes, that is true.

How many things we have for Christmas dinner! "Apples." "Pears." "Grapes." "Mince-pies, and sometimes pumpkin-pies." "Nuts and candies." Yes, all these and the more substantial foods, too. "Potatoes." "Father has a whole barnful of potatoes." A barn full of potatoes, Harry! "Well, perhaps, not so many as that, but the men are filling a great many barrels and sending them to the city." "Farmers raise almost everything."



What do you expect to have as a Christmas present? "A sled." "Some toys." Do you know where most toys are made? The people who live in the country called Germany carve many toys. Some of the peasants who live near the Black Forest become very

skilful in the work. All the members of a family will learn to carve the same kind of toy. "Sheep?" Yes; the grandfather will learn to make wooden sheep, and then all the other members of the family carve sheep. "Wooden dogs, camels, horses, and lions." "Those are all in my Noah's Ark." Even the very small children learn to carve the soft wood very skilfully with their sharp jack-knives.

"Mother will buy me some nice shoes." "The shoemaker." And Harry said something about a sled, I think. "The blacksmith makes the shoes for the sled-runners." "Father bought my sled at the store." "Mother says when I grow up she will buy me a fishing-rod like the one cousin Albert used when he caught the big trout," says Tom. "He caught it just below the falls." "Big enough for a whole dinner, almost."

How many different things men do for a living. Here is our list on the blackboard:—

WHAT MEN DO.

Some raise corn, wheat, and the most of foods, - Farmers.
Others dig coal and iron from the ground, - Miners.
Some dig stones from the quarries, - Quarrymen.

Others make things - - - { Shoemaker,
Tailor,
Blacksmith,
Carpenter,
Toy-makers.
Some buy and sell, - - - } Merchants,
or "keep a store." - - - } Hucksters.
Some other men are - - - (Fishermen.)
Here are some words which show what men are doing:—

Farming,
Mining,
Manufacturing,
Commerce.

What are some other men doing? Tom insists that we must put down "Fishermen." Write the list that we have made, and think of some others. (The perspective which the children will give to these various callings will be as varied as the homes from which your pupils come.)

* Copyright, 1892.

An Exhibit from a Chicago School.

The object of these lessons has been first and primarily to teach literature, and establish within the child that thirst for *good* reading which forever precludes the possibility of his reading poor stuff; then, as secondary motives, the emphasizing of ethical truths, encouraging individual thought, and written language. All literature has a common origin, the myths; therefore if we wish to trace its evolution, we must do as we would with any subject—begin at the beginning. Then, too, the nature of the child is very much akin to the myth-making period of the world. After giving the children several studies from the myths of all countries, especially the Greek and Norse myths, we have aimed to give them at least one study from each of the eight ages of literature during the year, and lead them to trace the influence of the myths on other ages of literature.

Some teachers say they have not time for this work. I have found literature the best means for teaching both reading and language, to say nothing of the thought power developed by the consideration of masterpieces. A large per cent. of children leave school at the age of ten, and they have a right to know a good book from a poor one, and to have some general idea of the literature of the world into which they can fit their after-reading.

JULIA ELIZABETH LANGWORTHY.

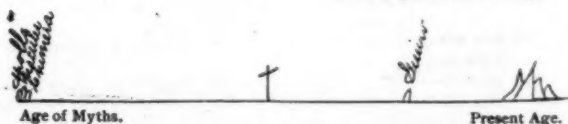
Lewis-Champlain School, Chicago, Ill.



UPON THESE ROCKS IS BUILT

THE LIGHTHOUSE OF LITERATURE

ANNA JOHNSON, 12 yrs.



Long, long ago in the age of myths there lived a man named Apollo. He lived in a grand palace. The walls were carved in ivory. On the ivory were pictures.

In one room in the palace was a lovely throne on which Apollo sat when he was home. He did not like to be alone so one side of the throne was Summer with her flowers and there was Spring, Autumn and Winter with the icicles and snow.

On the other side were the Hours and Days and Months. Apollo was not always in this lovely palace for in the morning at dawn he would harness his horses to the chariot and put on his crown with the rays and take a long ride.

At sunset he would come home and stay until next morning at dawn. A man heard this story and drew a picture of it. The chariot and Apollo are the sun. This teaches us to work for others.

KITTIE SWANZEY, 10 yrs.

KITTIE SWANZEY, 10 yrs.

PHAETON.

This story belongs to the Myth-making Age. Phaeton was the son of Apollo and he was one day discussing with a friend about which was the greater, and Phaeton thought he was the greater because his father was a god. Phaeton went in the house

and asked his mother to give him some proof that his father was Apollo. His mother told him that the land where his father lived lay east of them. So Phaeton traveled to his father's palace. It stood on columns glittering with gold and precious stones; the walls and ceiling were of polished ivory and the doors of silver, with the twelve signs of the zodiac, six on each side. "The workmanship surpassed the material." When he saw his father the light around him hurt his eyes, but when his father saw him he took off the crown and bid him come to him and tell what he wanted. So Phaeton went up to him and ask Apollo to give him some proof that he was his son. Apollo then told him to wish for something and he should have it. Phaeton asked to drive the chariot for one day. To this Apollo declined, but nothing else would satisfy the boy so Apollo had the twelve hours harness up his horses to the great chariot. Apollo told him that on his way he would see tracks of the wheels and he was to stay within those tracks. So Phaeton got into the chariot and started on his dangerous journey.



This pile of stones holds the lantern which lights the Present Age of Literature."
HARRY S. BUDD, II YRS.

As soon as he got in the horses felt their weight lighter than usual and started off very fast.

Phaeton could hardly hold the reins, he forgot the horses names and as the horses were used to be called by name that they when they wanted to. Phaeton saw the great snake curled around the north pole and it uncurled when it felt the worms ays touch it, for Phaeton had gone to far north, he saw huge animal, and when he looked down to the earth he thought he would fall from the chariot. The chariot being all gold except the spokes and these being silver. When he left his father he put the crown on his head and bathed Phaetons face with a powerful mixture. Pretty soon the horses began to go down very fast and Phaeton did not know whether to hold the reins tight or lose. The earth and skies and everything took on fire from the heat of the sun. The earth called to the King Jupiter, and asked him what they had done to be rewarded in that way. And Jupiter called the gods to witness him throw the thunder bolt. He through it and hit Phaeton and knocked him off his seat into a river. The Naiads put up a stone and on it engraved these words:

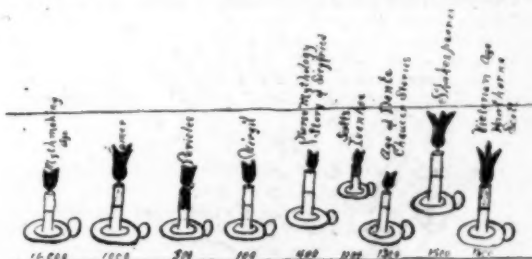
"Driver of Phoebus' chariot, Phaeton struck by Jove's thunder rests beneath this stone.

He could not rule his fathers car of fir.

Yet was it not so noble to aspire,

His sisters were turned into poplar trees on the banks and their tears into amber.

Always heed what your parents tell you and you will never come to grief.
CORNELIA BALL, 11 yrs.



"Literature is the Candle of the World."
Literature of Year 1892. LIZZIE E. MARSH

THE SHEPHERD OF KING ADMETUS.

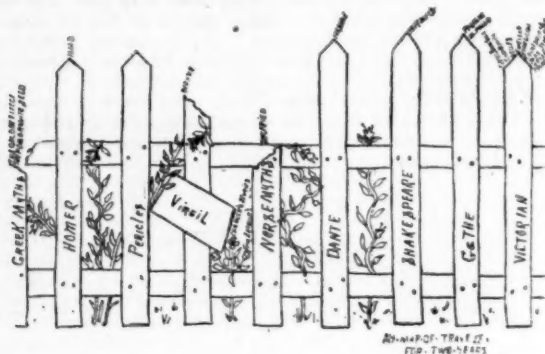
James Russel Lowell wrote, "The Shepherd of King Admetus. He got the story from the mythic age."

King Admetus was king over a part of Thessaly. His subjects thought that he had a perfectly pure taste, which was given to him by one of the gods. At one time in his reign a youth came into his kingdom who took a common tortoise shell and put strings across it and made what seemed to them lovely music. He could not do much farming, and he seemed very frail and womanish, so the men said he was not good for much. Now this youth was really Apollo the god of music who for some reason was condemned to be the servant of some human being for one year. The king liking his music made him the viceroy of his sheep, and he would sit and watch some bird or look at the flowers for hours and he seemed to get his music from them. I think that nature

helped him to be a poet. He was a sort of a physician too, because he could heal people with herbs and weeds.

He played inspiring music that made the men fearless and brave and daring, and then he could play sweet music that made people sad and sympathetic. The poem of king Admetus teaches us to hold fast and stick to our ideals. The youth in the story of king Admetus was doing the same thing for the people of Thessaly as Lowell was trying to do for us when he wrote that poem.

TOM FOSTER, 12 years.



LIZZIE M. RILEY.

THE TALE OF TROY.

Homer a Greek writer wrote the Iliad. His hero is Achilles. I don't wonder that Achilles was angry with Agamemnon, but he did much wrong to leave the battles and let his countrymen fall by sitting pouting by his own ships; he loved his anger better than his fellow-men.

The friendship between Achilles and Patroclus was very dear, but I think if Patroclus had lived it would soon be ended because Patroclus might by chance say something that Achilles would get mad and begin to pout as usual. The friendship between Johnathan and David in the Bible, was something like the friendship Achilles and Patroclus only David and Johnathan were Christians while Achilles had revenge for his rule.

Of all the characters in the Iliad I like Hector, for he was true, kind-hearted, and just and taught the first temperance lesson, when he said,

"My honored mother, bring not pleasant wine, Lest that unman me, and my wonted might and value leave me."

The others characters I like are Old King Priam and Andromache on the Trojan side, for he was ever true to his children if they did what he disliked and she was like the women of to-day she also loved her family. On the Greek side I like Nestor, although he was old he was ever fighting in the front ranks with his men, and Diomedes, he was brave and when the King rebuked him he didn't go in a corner and sulk like

"BRAVE ACHILLES."

The only time he showed himself a coward was when he went with Odysseus and killed the Trojans at night.



A Feast of Literature. MADEL WARREN.

I would not have that impudent man Agamemnon for my king, he would not let anyone equal (himself) himself with him. For he thought himself than any other chief.

Homer gives us many similes which show that he has observed nature.

I am on the Trojan side because the Trojans were the braver and were fighting for a better cause, while the Greeks had made a promise and would gladly have gotten out of it as that crafty Odysseus tried to.

The great Lesson in this book is not to be revengeful and to be true to your country.

ANNA JOHNSTON, 11 years.

PEGASUS IN HARNESS.

At Smithfield once or some such place where beasts were sold a poet put up for sale the Muse's palfrey. When the people of the village heard that the Hippogriffy was for sale they all flocked to see him.

But when they saw his wing they said, "O what frightful wings who would want to coach him through the air?"

At last a farmer picked up metal and said "we'll see if we the thing can settle I will give you twenty pounds."

The hungry bard took it eagerly; so Hodge (who was the farmer) cried Gee'up and off they started those wings for heaven began to itch, now poor Hodge is in the ditch. But break him in I will.

To-morrow I have a score of folks to drive he will it least save me a pair.

To-morrow came and off they started helter, scelter, over mountains, hills, and valleys, but at last they stoped on a high mountains.

Everythings was broken battered and ruined; but brak him in I will said Hodge.

In three days you would not have the Hippogriffin, starved down to skin and bone.

But this did not satifide Hodge he is going to plow with my ox, one great bound, but in vain. Good for nothing cries Hodge got a penny for my money.

But jest then with yellow hair and a scerlet of gold around his head came up Apollo and mounted Pegasus.

MARY ALEXANDER, 10 years.

THE CANTERBURY TALES.

These stories are thus named because they were told by a party of pilgrims on their way to Canterbury.

Chaucer wrote them and he himself told one.

Chaucer lived in the "Dante Age."

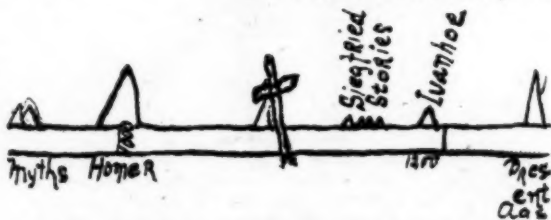
He was the first principal English writer, and thus called "The Father" of English Literature.

There were about fifteen persons who told tales.

I like the "Knights" tale best because it shows a generous heart in the place of former jealousy.

The "Chaucer Tales" are different from other myths I have read because others have not in any way shown christianity but that was because it was before Christ.

FLORENCE BUZZY, 12 years.



OUR YEAR'S WORK IN LITERATURE.

During the year we have read quite a number of books.

Among the ones I like the best is Ivanhoe written by one of our great authors, namely Sir Walter Scott who belongs to the Victorian or Present Age of Literature. The scene of the story is laid in the north of England, and represents the customs of the people who lived in 1100 or The Age of Dante.

I liked especially the descriptions, you can see the person, that Scott describes, before you.

We also have read "The Story of Siegfried," by James Baldwin. The myths which are told in this book were first believed by the people who lived in 400 A. D.

As we read the "Story of Siegfried," we compared the Greek myths, which we studied mostly last year and the Norse myths, which we have studied the latter part of this year.

We decided that the myths were like their believers, and also like the country which the people which believed in them, was like.

The Greeks lived in a beautiful country, where Apollo seldom forsook his people.

The Northmen lived in the extreme north of Europe, and had to fight the sea all the time, nearly to keep it within its own boundaries.

The Greeks were very revengeful, and thought it a sin if they did not have their revenge if any person had done them a wrong.

Ulysis and Ackilles are fair examples of the majority of the warriors of Greece. They did most of their brave deeds by cunning and craft. Troy was won by craft as many other things were.

The Norse People were very forgiving, and thought it wrong even to have revenge in your thoughts.

We have studied a great many poems this year also.

ZEVELIA A. PRENTICE, 12 years.

Language.

Christmas Stories.

By JENNIE M. SKINNER, Principal of Alden St. School,
Springfield, Mass.

In our lesson this morning, we will look into our gallery of memory pictures, and see what pleasant remembrances they recall. I will give the name and you may describe the picture. Try to interest us all, by using the happiest expressions that you can. In your descriptions remember the feast we are now celebrating, and have your pictures taken from the Christmas gallery.

Warren, what does the word "tree" recall?

"The word tree reminds me of a story I read in a Third Reader last week. It was called 'The First Christmas Tree,' and although not quite true, was very pretty."

Will you please tell us the story?

"One Christmas eve a long time ago, two children named Henry and May sat at the fire, talking. Their father was a poor woodcutter and they all lived in a log-cabin near a great forest. While their mother was getting supper ready, their father was talking with them. He said: 'Do you know, Henry, why we say *Christmas*?' 'Yes, father; because Christ was born on Christmas day.'"

"Just then they heard a tapping at the window, and a child's voice said: 'O, let me in! I have no home and I am very cold. I shall die of hunger if you do not let me in!'"

"The children ran to the door and called the poor child in. When he had warmed his hands and feet, they gave him part of their supper, and put him in their own warm bed."



FEEDING THE BIRDS.

"In the morning the children heard some sweet music. On going to the window they saw a band of beautiful children, dressed in white, playing on golden harps. May thought they must be angels, and was much surprised to see the little stranger standing before them. He was dressed in white robes, and had a golden crown on his head. He told the children he had come to thank and bless them for giving him a home when he was cold and hungry. He planted a twig in the ground near their house, and said: 'This twig shall grow into a tree, and every year at this time it shall be filled with good things, for all children who have loving hearts like you.'"

That is a pretty German legend. Can some one else think of a picture that the word "tree" recalls?

Louise: "I am thinking of a Christmas tree, that a girl by my name had, when she lived on the river Rhine. Her father cut down a fir tree and carried it up-stairs, so that the children should not know about it until Christmas day came. The day came at last, and when a little bell rung, they hurried up-stairs to their mother's room, where a great surprise awaited them. Tiny candles were burning all over the tree, and looked like little stars. Fritz's sword and Gretchen's big doll were too heavy for the tree to hold, so they were placed on a table. Louise had a work-box with a lock and key, and some fairy story books. There was also an ivory cup and ball for Fritz and an ivory rattle for the baby. He was the best and sweetest little Christmas present of all. His brother Christian thought so, too, although he could not be with the others that day. He was in the school of music, singing a Christmas hymn, with a hundred other voices to join him."

Let us all repeat the ballad of "The Little Christmas Tree:"

"I am so small, so very small,
No one will mark or know
How thick and green my needles are,
How true my branches grow.
Few tags or candles could I bear,
But mind and will are free,
And in my heart of hearts
I know I am a Christmas tree."

Of what does the word "shepherds" make you think?

Chester: "When I lived in Connecticut, I went to a party, where there were boys dressed as shepherds and wise men. The shepherds sang:

'Ring out the bells for Christmas,
The happy, happy day.
In winter wild, the holy Child
Within a manger lay.'

"While they were singing, some one rung a big bell that was fastened to a Christmas tree. The three wise men repeated verses, and then sang hymns. After that, Santa Claus came in with feathers in his cap. He looked as if he had been out in a snowstorm, and had brought in flakes of snow. He gave each of us a present, and then went away."

Of what does "house" remind you?

Nellie: "I am thinking of a house built of boxes of candy. It looked like an Esquimau house on the outside, for it was covered with cotton. When we looked inside, we saw Mrs. Santa Claus and her two daughters. We inquired for Mr. Santa Claus. He was asleep, but his wife called him. Then he came and passed around the boxes of candy."

Of what do you think when I say "present"?

Harry: "I think of my last year's Christmas present. My papa handed me a card, on which was printed 'Compliments of Santa Claus,' and in his other hand he held a box. I knew it must be a present for me, so I thanked him and took it. When I opened it, I found a nice printing press inside. With papa's help, I soon set some type and printed a card that looked just like the one that papa had tried to make me believe that Santa Claus had sent."

Let us all think of the word "chimney."

Edith: "When I was a little girl, I went to a Christmas festival, and saw Santa Claus come down a chimney. He was dressed in white fur, and carried a basket of oranges on his arm. I was sitting on a front seat, so I was one of the first to get an orange. After he had emptied his basket, he went up the chimney and came back with a bag full of presents. We each had something nice to carry home. I had a cup and saucer and a pretty card."

We can all tell something about "dinner."

Charlie: "Last year, my father and mother were invited to bring all the children to Grandpa Easley's house. We rode in a sleigh that had bells on the front. When we reached Grandpa's, we hurried in to dinner, for we were very hungry. I had the best dinner I ever ate in my life. I had turkey, chicken-pie, mince pie, cranberry sauce, vegetables of all kinds, squash pie, and plum pudding. I couldn't eat anything else."

Of what does "carol" make you think?

Ella: "It makes me think of a little barefooted boy who was selling carols one Christmas eve. He looked so cold, I wished some one would take him in and give him a hot supper. I bought a carol of him, and surprised mamma and papa by repeating it on Christmas morning."

I have heard of a sleigh that is drawn by "reindeer;" can you tell me something about them?

Ruth: "Whenever Santa Claus makes his Christmas eve visits, he has his team of eight tiny reindeer with him. Their names are Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, and Blitzen. I found them in my Swinton's Third Reader. I once read about a little girl who lives in Russia, who had a pet reindeer. When she went to ride on her sledge, she fastened three reindeer in front, to draw her, but the pet reindeer followed behind. Nien-tash's father has a herd of 3,000 reindeer. They stay out of doors all winter and eat the white moss that grows all over the ground. If the snow is very deep, they dig under it, and get at the moss. If Nien-tash wants the reindeer, she often has to hunt for them under the snow."

Christmas is not kept in the same way in every country; in some lands, the children do not have any Christmas frolics or presents at all, and some, unfortunately, do not even know that Christ was born. In Holland, that wonderful country across the ocean, where Gretel lives, the people do no work on Christmas, but go to church and keep it as a holy day. They do not usually give presents, but there is a good deal of feasting. The day that the little Holland children like best is Santa Claus' day, which comes nearly three weeks before Christmas. The little ones leave their wooden shoes,—not stockings as we do,—to be filled with cookies, candies, and other goodies.

There is another country where the children polish their shoes and leave them for St. Nicholas to fill with toys and sweetmeats. They think that St. Nicholas rides a white horse, so they fill their shoes with hay, oats, or carrots for the saint's horse. In the morning the good children find their shoes filled with toys, while the bad ones have only switches.

In France, presents are given at New Year's rather than at Christmas. In some places they have a young girl to represent the Christ child; she is dressed in white, with hair of white lamb's wool, and a crown set around with lighted candles. She carries a silver bell, and a basket of nice things for the good children. There is always a person behind her, who carries a bunch of switches to whip the naughty girls and boys. If they ask to be



Picture Stories for Language Work. I.

These pictures are made large enough for children to see them across the room.



Picture Stories for Language Work. II.

forgiven, they are taken to the Christmas tree, where each child receives a present. In Norway, the kind people have a beautiful custom of giving extra fodder to the cattle, and throwing more grain to the birds on Christmas day. You remember how Margit's father gave the cows, sheep, and horses an extra dinner, and then fastened a bunch of oats on the roof of the house for the birds. (See cut on page 515.)

So the birds and cows, the sheep, horses, and goats, have Christmas in Norway. While the good people are feeding the silent animals, they must think of the infant Babe who was cradled in a manger. In Norway, the Christmas boxes are wrapped in

many papers, and marked with the person's name. These are suddenly thrown into the room by some one unseen, who raps loudly.

Who can think of a good way for us to spend Christmas?

"By giving a gift to some poor child."

"By doing some act of kindness."

"Forgetting all day to be selfish."

"By helping somebody else to be gay."

Right; if this anniversary of our Saviour's birth, is made a season of enjoyment to others, its influence will be reflected on our own hearts.



Blackboard Illustrative Drawing. IV.

By W. BERTHA HINTZ, Normal Art School, New York City.

The use of pictures to accompany stories for reading and language lessons:—All the sketches in this number will furnish suggestions for conversations with young children. The effects are mostly produced by broken lines, flat tints, and here and there emphatic markings. After the practice of the preceding lesson, any of these ought to be easily handled by the teacher, with some suggestions:—Ill. 1. (a) More or less irregularly broken lines used in the tinting of the sky. (b) Slanting lines for the contours of mountains. (c) A delicate ground line. (d) The distant trees on the right with bare branches, with their trunks sharply marked from the snow-covered ground. (e) The bank covered with snow defined by the few dark emphatic marks. (f) The bank on the left defined in a broken manner. (g) The two large spruces with branches irregularly disposed, of different lengths, and some covered with snow. (h) The few dead branches help to indicate that there is snow on the ground. (i) The little tree will serve as our Christmas tree.

The Story of the Little Tree.—On a bank near a stream and some woods, stood this young tree. The summer had gone, the trees sighed with the wind, and sent all their bright leaves flying along with it, and stood in the cold with their bare branches. The little pine tree sighed and bent with the wind too, but its leaves held fast. One night when it was cold and bleak everywhere, the white, soft snow began to fall, and gently covered the hills, the fields, and the trees. The sun rose in the morning and shone on the tree, and it was very, very bright. Two little children came with their older brother to find a Christmas tree. "Oh, this one is pretty!" one said, and pointed to the little tree in the picture. "We will take this one home." Then continue with the Christmas tree.

Suggestions for Drawing.—Ill. 2. (a) The general sweep of the branch by a broken oblique line. (b) The side branches somewhat indefinite and irregular. (c) The needles in soft, more definite lines. (d) The cornucopia rather sketchingly outlined

with its ribbon handle. (e) The bird inspecting the cornucopia, drawn with delicate broken lines.

A little added strength of crayon on the upper side of the branch will give the appearance of snow, to indicate that the branch is out of doors on a tree.

The Story.—"What an odd nest!" "Who has put it here?" "What is in it?" "Good soft bread crumbs!" "Now I will break-fast." It sees the foot prints in the snow; "Thank you, little boy." And then is heard such a Christmas carol as only birds can sing.

Suggestions for Drawing.—Ill. 3. (a) The high hills covered with snow may be outlined only, or covered each with an even tint by using the side of the crayon. The nearer ones being then rendered a little more pronounced than the farther ones. (b) The shepherd, should be very small to be in proportion, a roundish dot for the head, a simple broad stroke for the cloaked body, a line for the staff. (c) The sheep are represented by curving strokes short and broken, giving only the general appearance of the backs; only the nearer ones are drawn with a few short lines for the legs.

The Story.—*The Shepherd.* The shepherd is climbing the hills with his sheep. The way is long and he gets weary. The sheep are weary too, but the shepherd is singing and the sheep do not think:—"How long this path is; how high those hill are; how hot the sun is; there are only rocks and stones here; shall we find grass soon?" They think:—"Our shepherd is a good shepherd; he knows where the green fields are; he is leading us gently, on and on to the little brooks; we shall soon rest. Our shepherd is always singing as he leads us. We try to be good sheep and follow him."

Suggestions for Drawing.—Ill. 4. (a) The sky should be evenly tinted, first with the long side of the crayon producing an even texture, showing the grain of the board. (b) The moon and stars, if the sketch is large may be next indicated; then the curving outline of the clouds. These must be delicate, keeping the whole sky dark-gray, as it is night. (c) The plain, to indicate vastness, must be treated simply, with broad horizontal strokes. (d) The two figures need not show any detail as they are defined against a background lighter than themselves.

The Story.—Holy Night. The stars are brightly shining. Moon and stars are rejoicing. It is the night of the dear Savior's birth. The Heavenly Hosts are chanting hymns of praise: "Glory in the Highest! Glory! Glory be to God on high!"

Suggestions for Drawing.—Ill. 5. (a) The outlines of the hills are delicate gray, soft and broken. (b) The lone tree should be drawn with strong emphasis and short broken lines. Without following the drawing of the branches too closely, give a general interpretation of an old leafless, solitary tree in winter.

The Story.—The Old Grandfather Tree. "I am thinking of last summer. It was warm and bright then; and I was covered with green leaves, flowers, and seeds. I was so happy! I shook my branches and let the flowers swing and dance with the birds. My little seeds fluttered off like birds, too. Every summer I send the little seeds to plant themselves elsewhere, strike root, and grow into trees themselves. That is good work. Sometimes I do wish that I had a few of those little trees growing up around me; but the seeds were all so lively that they have blown very far. The sun is rising; and it is getting warmer now. The day will be very fine. I shall soon hear the church bells ringing and see the children going to church." Let us all say:—"Peace on Earth," to the grandfather tree.

The Story for Ill. 6.—Nuts for the squirrels. "Can those be the two little girls of whom I used to be so afraid, and run in my home whenever I saw them coming? I wonder if they meant to leave all those nuts without gnawing any themselves? They are almost over the hill now, I think I may safely run down and take a look at the nuts. Yes! They are all sound nuts, and it will not do to let them lie. Nuts are for squirrels. I will take them home." The next day the children passing, read the whole story in a few nut shells.

The Story for Ill. 7.

"Twit, twit, twee!
Some things puzzle me!"

"Here I am come back to my old home. The nest is not just as I left it. This is surely the tree though, and the same branch.

Yes, I could peep through the leaves from my nest and see the sun rise. This is the very place. But this nest—we were four of us and had plenty of room in it, when we did not quarrel for the worms. The nest is smaller though. I could not sleep in it now. It is a little cold here too, with all the snow and ice. I will just swing on that branch and sing 'Home, sweet home'; then fly back to my cage where it is warm."

OUR CHRISTMAS TREE.

The boys had brought to school a beautiful tree about as high as the blackboard—you can see it in the picture; and our teacher, Miss Goodwill, said that afternoon, "Now, little boys and girls, we shall see who of us can make presents to hang upon this tree. We will remain after school every day this week and make things." We were very happy children then, for, although we might not be able to make many pretty things ourselves, we knew that Miss Goodwill would help us, not only by telling us about easy things to be made, but show us how to make them. Dear Miss Goodwill, she never got tired of thinking and planning for us to make us good and happy children.

In our school we used paper and scissors to cut some of the forms about which we studied in our drawing lessons. The circle, and the half circle; the square, and the half square; the oblong and the triangle. These same shapes cut from colored paper we then made into fans, spades, shovels, flags, sails, etc. They were all quite pretty enough to hang upon the tree—and we told Miss Goodwill so. She thought so too; but said we can make some more and original ones. We then made book-marks, pocket-books, music-rolls, cornucopias, handkerchief-cases, boxes, toy houses, sleds, and even cut from paper a few birds and other animals. You can see some of these hanging on the tree now.

For all of these Miss Goodwill showed us how to mark the form on paper, and then we cut them out and neatly folded them. Really, they were just lovely! Our lessons in "Arrangement," that is, the laying of sticks to resemble some borders and other well known forms, and the use of stiff brown tablets to make patterns of tiled floors and borders, helped us very much in making other objects. Ladders, fences, and picture frames, we made from bright colored sticks glued together. Furniture, very simple dolls' furniture, we made from the sticks and tablets. The dolls Miss Goodwill helped us with very much, at first. We wished to model these from clay;—something shaped like a sphere for a head; a cylinder for a body; two small cylinders for arms; and two more short ones for the legs. These would have done quite well, only when they were dry the heads and arms would come off, because we had not worked them into the clay of the body, enough, when the clay was moist. So we made others from cotton wadding. These looked life-like, and Miss Goodwill who can use the colored crayon, tinted their hair, eyes, noses, and mouths.

The way we found to be best, was this:—Take a piece of cotton wadding and tie a string around it in such a way as to make a round head (the string being around the neck). The rest then is the body; around this another string is tied more loosely for the waist. If it is to be a baby doll, not much more is needed. Of

course we shaped the skirt a little and I believe Miss Goodwill put in a few stitches to shape the little arms and fists, and we all thought them very fine, viewed from a distance. The cat, the Chinese dolls, and Bo-peep with her sheep are all made from cotton. The box, sled, picture-book and drum, are made from stiff brown paper, called "oak-tag."

There were very many more things which we made, but did not have room for on the tree. We were sorry not to do more when the tree was finished, and in the evening we had the candles lighted, and gave away the presents we had made. There were so many, besides we did not need to take many off the tree; so that after the holidays one of the first lessons Miss Goodwill had with us was like this:—"Children," she said, "we will tell to-day what wooden model each of these objects is like in shape" (she called them 'objects,' but always allowed us to call them playthings when we wanted to). Then we answered. "The bright balls are nearly spheres; the little clay bowls and baskets are half-spheres; the candles music-roll and sticks of candy (we had some, although I did not mention it before) are cylinders; the log of wood made out of clay, and the paper cradle are half-cylinders; the box and flower-pot are cubes; the little chicken-coop is a half cube or prism." "Oh!" said Miss Goodwill, "we have made no square prisms, no triangular prisms; but we will go on." So we recited some more. The seed cakes, wheels, and table top are circular plinths; the book and box are square plinths; the cornucopias and the bugle are cones; the church-spire is a pyramid (we had made a little church from paper); the eggs in the birds' nest are ovoids; the walnuts are ellipsoids; the emery cushion is a flat spheroid. That was all! We could have recited another hour and not felt tired. Miss Goodwill usually took these reviews, choosing the objects in that order; she probably had some very good reason.

You must remember that we knew how to draw all these too, that is in two views, but usually before we drew them, we looked at them and told her something about them to show her we knew them. I do wish you could all go to our school; for by next Christmas we shall know so much, so very much more. We shall probably have another Christmas tree, although I expect to be in the grammar school; still I will tell you all about it then.

Practical Training in Manners.

Ask the children daily to tell what opportunity they have improved of being kind and polite.

The teacher should remark on any improvement shown by the pupils, and lead pupils to talk of it. It is well to allow them to talk without restraint so as to obtain their real opinions. Tact will be needed to ward off a feeling of self-gratulation or conceit, which may otherwise be brought out when pupils tell of their own polite acts.

Impress pupils with the idea that good manners is one of the subjects pursued in the schools, and that it will help them in life, and that practice shows progress in this particular branch.

Without seeming to demand it, teachers should lead children to offer them any service that is *not mental*. Such attentions as disposing of wraps, umbrellas, etc., fetching them when needed, picking up things accidentally dropped, handing crayon, eraser, etc., lifting or moving things, offering a chair, helping to put things in their places at the close of school, should be rendered to teachers by pupils. If, at first, in order to make children see what offices are proper, the teacher must ask for them, it should be as one would ask an equal, and not a servant; and any service rendered should be most politely acknowledged.

The older children should be made to understand the propriety of assuming some responsibility over the younger. This is almost universally practiced in schools where "busy work" is done, when the older pupils help to distribute materials for such work, and to assist in its execution. They should also assist those who need aid in putting on or taking off wraps, overshoes, etc. Children should understand that girls need not necessarily assist girls, and boys boys, but that help should be offered and accepted, as is convenient.

Pupils should be trained to receive and entertain those who come to visit the schools. They should entertain as politely in a school-room as in a parlor. When visitors come, a pupil should answer the bell, politely invite the company to enter, find them comfortable seats, take their wraps if they wish to dispose of them, and offer any other attention the occasion may seem to demand. To do this properly at the time implies previous training—pupils acting as visitors. In this as in other things, officiousness on the part of pupils should be guarded against. Give opportunities to all pupils in turn to show these attentions.

In the discipline of the school, when children have had training in good manners, the question "Is this polite?" will oftentimes prove more effectual than a severe reprimand. This has been demonstrated by actual experience, even in schools difficult of control.—JULIA M. DEWEY, in "How to Teach Manners."



Lost on Christmas Eve.

By NELLIE M. BROWN, Lowell, Mass.

CHARACTERS:

Mr. and Mrs. Manley, Bridget, a domestic.
Mamie, Jack, a sailor.
Dot, Mr. Johns, an amateur detective.

ACT I.

(Sitting room of Mr. Manley's house. This can be very simply arranged by spreading a rug on the platform, bringing in a chair or two, a small table with a few books on it, and perhaps a few flowers. A girl about twelve or fourteen years of age may personate "Mamie," and a very small child will answer for "Dot." This little girl must be particularly infantine in looks and manner, and it is probable that a little girl too young for school, can be borrowed for the occasion.)

Dot.—Mamie, what is Christmas? Mamma says to-morrow is Christmas, and will Santa Claus come down and put things in little children's stockings?

Mamie.—Yes, dear, to-morrow is Christmas day, and everybody expects a present then. Good Santa Claus comes down the chimney in the night, they say, and fills little boys' and girls' stockings with all sorts of nice things.

Dot.—Does he really! and will he bring me a nice new dolly if I ask him? Where can I find him?

Mamie.—O, he comes in a sleigh drawn by eight reindeer. He rides over the house tops. He carries a pack of toys on his back. But you must go to bed early, for Santa Claus has a great many children to visit to-night, and he wants them all to be in bed.

Dot.—Yes, sister, I'll go,—only I want to look for that good man that puts things in little girls' stockings, and ask him not to forget my new dolly.

(Exit Dot.)

Mamie.—How little it takes to please a child! I often wish I were a little child again, and believed that Santa Claus is a real person, as I, used to. Really, I almost believe in him now. But I must go and finish dressing Dot's doll, now that she is in bed. She would be so disappointed not to find one in her stocking in the morning.

(Exit Mamie.)

ACT II.

(For this act the stage should be made to look like a street. Children can be easily dressed to look like persons doing Christmas shopping, with bundles in their hands; they pass to and fro on the stage as if hurrying home. Have this scene a brisk one, representing the pleasant bustle of Christmas, with old and young, in all sorts of dress—a little ragged and grotesque will not do any harm if wisely managed. Dot is found lying half asleep on one side of the stage, bareheaded, and curled up beside the wall, which could represent a building. "Jack," a boy 16 years old, is dressed in a blue sailor costume, with broad collar, and a nautical cap. The temperament of this boy should be jocular, full of good cheer, and he should carry himself in a jaunty, sailor-like way.)

Enter Jack, whistling "A Life on the Ocean Wave." Notices a child asleep on the door-steps of a house, and stops.)

Hello! What's this! Shiver my timbers if it isn't a little girl shipwrecked here on this bleak coast this stormy night. (Looks at her steadily, touches, and awakens her.) Hello, Sis! wake up, and tell me yer name.

Child.—(Half awake.) My name is Dotty.

Jack.—Yes, but haven't ye another name?

Dot.—Papa calls me his precious.

Jack.—Who is yer papa? What's his name?

Dot.—His name is papa.

Jack.—But his other name. Isn't it Mr.—something?

Dot.—No, it is papa, dear papa; that is all I call him.

Jack.—Where do you live?

Dot.—I live at home.

Jack.—What are you out here for? Why ain't ye at home?

Dot.—I'm trying to find Santa Claus. Be you Santa Claus?

Jack.—No, I'm not Santa Claus, and I don't believe you'll find him out here in the storm. Show me your way home, and I'll take you there.

Dot.—Home's lost. I can't find it (begins to cry).

Jack.—O, dear, what shall I do? The Sea Foam sails as soon as the wind has shifted, and it is beginning to change now. If I ain't there soon, the cap'n 'll think I've deserted, and I can't take her home when she can't tell me who she is nor where she lives. I can't leave her here to freeze, that's certain, and Christmas night too, of all others—the night that tells of that one when the Great Cap'n left his home in glory to seek and save the lost. I couldn't feel that I belonged to him if I left one of his little ones to suffer. What shall I do? (Stops and thinks.) I know. I'll take her to the cap'n of the Sea Foam. He has a good heart, and he can tell what to do. Come along, little shipmate, we'll find a snugger harbor than this storm-beaten shore.

Dot.—Do you know Santa Claus?

Jack.—I used to know about him when I was a lad, and I'll help you try to find him. (Jack picks her up and goes off with her in his arms.)

ACT III.

Mr. Manley's House.

(Stage setting same as Act I. Mr. and Mrs. Manley personated by a large boy and girl, dressed quietly. Mrs. Manley is crying, as Mr. Manley enters with coat and hat on, followed by detective in citizen dress, and looking very important. Bridget is a bright character and a good deal should be made of her. She should wear the servant's dress, and carry a broom, and be able to give a good Irish accent.)

Mrs. Manley in distress.—O dear! O dear! where can my baby be! (Enter Mr. Manley, followed by Mr. Johns, an amateur detective.) O, have you found our baby?

Mr. Manley.—No, my dear, I am sorry to say I have not. I have been up and down the streets asking every one I met, without finding the slightest trace, except—perhaps—bear up as well as you can, my dear, I got no tidings of our child until I met this gentleman (pointing to Mr. Johns), who told me that he saw a sailor two hours or more ago, going in the direction of the wharves with a child in his arms.

Mrs. Manley (in agony).—O, it was my baby; it was our darling, and she is lost, lost!

Bridget.—The murderin' ould villain! the pirate! the kidnaper! Me ould mither used to tell me of a sailor.

Mr. Manley.—Be still, Bridget.

Mrs. Manley.—Could you not find the vessel he belonged to?

Mr. Manley.—I learned its name, and also the fact that the vessel sailed an hour ago, on a six months' voyage. (Mrs. M. buries her face in her hands.) But cheer up. "While there's life, there's hope." I cabled to the port she is bound for to have the sailor arrested, and our child returned.

Bridget.—The bloodthirsty ould pirate! the cannibal! the thafe! Me ould mither used to say—

Mr. Manley.—Be quiet, Bridget.—so there is good reason to believe that our darling will yet be restored to us in safety.

(Noise at the door: enter Dot with shells, coral, and a Japanese doll in her arms, Jack close behind.)

Dot.—See, mamma! see papa! I found Santa Claus. He does not ride in a sleigh, but in a big ship. I've seen it; And see what pretty things he gave me! And here is Santa Claus' brother (pointing to Jack).

Detective Johns.—Aha, my fine fellow! you tried to play a sharp game, but you'll have to give it up for this time. Guess you won't sail on this voyage, nor on some voyages yet to come.

Jack (stepping back).—Hands off, sir! Don't you touch me, I'm not ready to drop anchor in your port just yet.

Mr. Manley (to detective).—You will please retain him in custody until he accounts for the possession of our child.

Dot.—O, papa, don't let him be hurt, he's good. See what he gave me, and Santa Claus too, he sent this to Mamie. I asked him to. *(Gives a box of foreign make to Mamie, who takes from it a shell necklace.)*

Mrs. Manley, to Jack.—Explain yourself, my good fellow *(aside to Mr. Manley).* He has a good, kind face, I feel that he has befriended us.

Jack (touching his cap to Mrs. Manley). Thank you, ma'am. *(To Mr. Manley.)* You see, cap'n, I was going along the street towards the dock. The Sea Foam was nearly ready to sail and I was in haste to get aboard, when I sighted this little craft astrand and in distress to the nor'ard of here. I couldn't go on and leave the little bark to go down in the storm, so I put hard-a-port and spoke her. She said her name was Dotty, and that she lived at home. I couldn't bring her into port with no more information than that, so I just took her aboard the Sea Foam, to ask the cap'n what to do. "Jack," says he when I had told him my story, "I have a little girl at home, and, bless my eyesight, if this little one don't look a deal like her. Now, Jack," says he, "she has a father that loves her as I love my little one, and we must get her to him. The wind is fresh and we must put to sea at once. We'll have to take this voyage without you, Jack. You must go ashore, and find her parents and take her to them." So I just stepped ashore with the little one. We stopped in a shed till the rain was over. As we went up the street people were rushing about and crying, "Child lost." I asked where the lost child lived, and I was directed here. I am very glad to return your child to you safe and sound.

Detective (in a low tone to Jack). And get the reward too, of course. There is a big reward offered for the return of this child.

Jack.—I did not know of it.

Detective.—Well, there is,—a hundred dollars. You're in a bad fix, but I can get ye off. If I'll get ye clear ye'll give me half, won't ye?

Jack.—Yes, I'll give you half of what I take.

Mrs. Manley.—You have told your story in a straightforward manner, my good friend. We are deeply grateful to you for the care you have given our darling. I cannot express in words how much we are indebted to you.

Mr. Manley.—No, not in words, nor in any other way can we repay you, but I offer you this *(handing him a hundred dollar note)*, as a feeble expression of our gratitude to you.

Jack.—Thank you, sir, but I cannot take it.

Detective.—Take it. Half of it is mine, you know. You promised to give me half.

Jack.—Yes, half of what I took. No, sir, I cannot take it. My mother would be ashamed of her boy if he took any reward for a service like this. I could not have the face to tell her, if I should do such a thing.

Mr. Manley.—I honor your manliness, and if you will not—*Detective (interrupting).* But my pay. I helped find the child.

Mr. Manley.—Yes, yes, my good man; you shall not be forgotten. And now *(to Jack)*, I understand that you lost your voyage by bringing back my child.

Jack.—Yes, sir, but I shall try to find something to do till the ship returns six months hence, and then I will ship in her again.

Mr. Manley.—In the meantime I will take you into my employ. I need a man at my warehouse who understands shipping, and I am sure you are just the one for that position. I will pay you good wages, and you shall room and board with my gardener. Can I engage your services till your next voyage?

Jack.—With pleasure, sir; I am truly thankful to you, and I will try to serve you to the best of my ability.

Mr. Manley.—Our trouble now seems happily ended, and I am sure we can all truly say that this is indeed a—

All.—Merry Christmas. *(Christmas music is played.)*

Merry Christmas.

By NELLIE M. BROWN, Lowell, Mass.

Merry Christmas, full of glee,
Merry time to you and me;
Merry faces beaming bright,
Merry laugh from hearts so light.
Yes, Merry Christmas now is near,
The merriest time in all the year.

Merry Christmas, day of cheer,
Merriest day of all the year,
Stockings by the chimney side
Scarce their myriad treasures hide;
Wait awhile and you shall see
What Santa Claus has brought to me.

MERRY CHRISTMAS TO ALL.

The Christmas Star.

By E. A., New York City.

(For the Smallest Primary Children.)

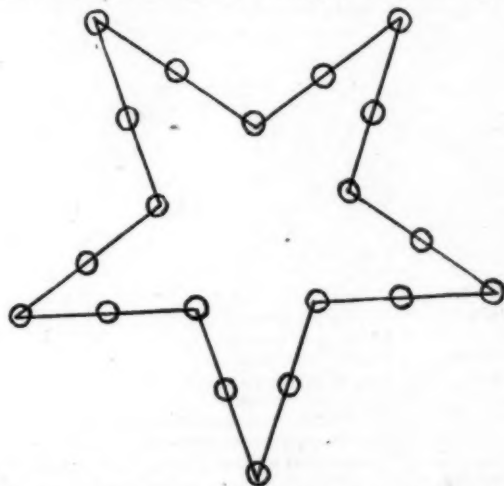
The following exercise is designed for twenty small children, boys and girls together, as the teacher may choose. The dress of the girls should be similar to that in the Columbus Acrostic, published in THE SCHOOL JOURNAL of September 10, with the exception of the little caps. As a substitute for those, this crown



must be worn. It can be easily made from pasteboard, and covered with silver paper. The star should be made of gilt paper, and should be large enough to be very effective when seen across the school-room. The boys will wear knee trousers, black stockings, and loose blouses; they should wear crowns also.

The children should enter in two equal divisions simultaneously from each side of the stage, marching and countermarching in circles or other figures, as the teacher may arrange. They should be left in two rows, of ten each, on either side of the platform.

There should be the figure of a star, previously marked, on the



stage floor, with small circles, as in the illustration, to indicate the position of the children. The exercise begins when the first child steps forward facing the audience repeating the first statement of the Christmas story, slowly, and in a loud, clear voice. Afterward he passes to the rear of the stage and takes his place on the circle at the extreme point of the star. The first pupil from the other side follows with the second statement, and so on, till each pupil has found his place, when the star will be complete. Two cautions should be observed: The whole exercise should proceed briskly. Do not wait for the first child to find his place in the star before the second steps forward. Let all of the five points of the star be first defined by the children before the filling in is completed, that the audience may catch the idea, and feel a sympathetic interest in every movement. Have the children sufficiently well drilled that they will not watch their feet and hunt for the circle as they take their places. This uncertainty would completely spoil the desired effect.

As soon as the star is completed, each child gracefully raises the right hand to the star on its crown, with a suggestion of the military salute, and together they burst into the closing song, "Christmas Star."

THE STORY.

1. Long ago in a far-away country there were shepherds watching their flocks by night.
2. And an angel came to them and they saw a great light shining round about them, and they were afraid.
3. And the angel said unto them: "Fear not, for I bring you good tidings of great joy."

4. "For unto you is born this day a Savior which is Christ the Lord."
5. And the angel told them they would find the babe lying in the manger in Bethlehem.
6. And suddenly there was a multitude of angels, praising God and saying, "Glory to God in the highest, and on earth peace, good will toward men."
7. Now in the city of Jerusalem there was a great king named Herod.
8. Wise men from the East came to him and said that they had seen a strange star in the east.
9. They thought that this star was a sign that they were to have a new king over them.
10. The king was afraid when he heard this, for he was a wicked man, and feared that some one would rob him of his kingdom.
11. He knew that the people had been looking for a long time for this new king who was to be called Christ.
12. So he called the wise men to ask them where Christ would be born.
13. And they said unto him, "In Bethlehem of Judea."
14. Then Herod asked them what time the star appeared.
15. "And he sent them to Bethlehem and said, 'Go and search for the young child; and when ye have found him, bring me word, that I may come and worship him.'"
16. Herod didn't really mean that he would worship Him, you know; he only wanted to find out where He was.
17. When these men heard the king they went away and "Lo the star which they saw in the east, went before them, till it came and stood over where the young child was."
18. And when they saw the star they rejoiced with exceeding great joy.
19. And when they came to the house they saw the young child with Mary his mother, and they fell down and worshipped him and gave him gifts of gold and sweet spices.
20. And this is the story of the first Christmas, and of the first Christmas presents.

Christmas Star.

By L. S., OAKES, N. Y.

(Tune: "Lightly Row.")

Christmas Star,
Guiding Star,
Seen by wise men from afar;
Star so bright
Whose clear light
Leads from evil's night.
Full of cheer are all thy rays,
Sacred signs of ancient days,
Heavenly gem,
Joy of men,
Star of Bethlehem.

Christmas Star,
Guiding Star,
Beaming on us from afar,
This we plead:
Safely lead,
Giving light we need.
We would ever follow thee,
Beauties in thy path we see,
Heavenly gem,
Hope of men,
Star of Bethlehem.

(The one thought in preparing the recitations this year, has been to help the teachers by giving illustrations that can be easily followed in the school room. Everything suggested here can be carried out without trouble or expense.—ED.)

Writing to Santa Claus.

By A. L. R., New York City.

I've written a letter to Santa Claus,
For Christmas is almost here,
And he'll soon be coming around with his sled,
And his jolly little reindeer.

He is very busy this season, I know,
Because of the girls and boys
Who will hang up their stockings on Christmas
And find all the latest toys.

I feared he might be forgetful;
For he's getting so very old,
So I thought I'd write and remind him
And not be left out in the cold.

So I told him what I long for,
The things that I need the worst,



They're only about a dozen or so,
And I thought I'd mention them first.

I asked for a sled with bright rumors,
A knife, and a watch that goes,
A bicycle, toolchest, and bat and ball,
Some boots, and a suit of clothes.

Then I want some skates and mittens,
And a "truly" horse that will run,
A little wagon and pair of goats,
A printing press and a gun.

Besides these things I should like some more,
Just a few nice books to read,
Some nuts and candy and anything else,
That Santa thinks I might need.



A Surprising Secret.

Please, grandpa, let me whisper
A secret in your ear.
You won't tell anybody?
You promise, grandpa, dear?

Well, then, mamma is making
A smoking cap for you,
An' I said to let me help her,
Cause I want to s'prise you too.

But she said I mustn't touch it,
An' I want you dear grandpa,
To 'member that I wanted
To make it with mamma.

An' you'll call it half my present,
Won't you, grandpa? an' so
Mamma'll jus' be s'prised a little
When she s'prises you, you know.

—Rhymes and Chimes for Christmas Times.

"'Bout a Million."

I like to be a little girl 'most all the year,
But if I was a centipede when Christmas is here,
I guess I'd rather like it—for wouldn't it be fun
To have 'bout a million stockings instead of only one.
—Selected.



Make-Believe.

"We'll play it's Christmas, Bessie,
And we'll have a Christmas tree,
And when it's all, *all* ready,
We'll call Mamma to see.

"Don't you remember Christmas?
That was the way, you know—
We couldn't see a single thing,
And we did want to so!

"'Twas just to s'prise us, Bessie,
And, now, won't it be fun
To make Mamma a Christmas tree,
And call her, when it's done!"

Then Amy stuck the duster-brush
Through the cane seat of a chair,
And she and Bessie went to work—
A merry little pair.

"We haven't any candles,
But we'll play the whole day-light
Is 'cause there's lots of candles
All lit, and burning bright.

"Let's call Mamma now, Bessie;
And, oh! how s'prised she'll be
To see we've got a Christmas,
And made a Christmas tree!"

—St. Nicholas.



A Surprise For Santa Claus.

By SUSIE M. BEST, Cincinnati, O.

I hope that no one will bother me,
For I'm just as busy as I can be
Preparing a lunch for company.

Somebody's coming here to-night
When the skies are dark and the stars are bright,
And I thought I'd leave him a little bite.

He's a gentleman, jolly and generous too,
He is short and fat and his eyes are blue,
And he always comes to us down the flue.

He waits till he's sure we're sound asleep—
He wouldn't come if he thought we'd peep,
For he has secrets he wants to keep.

I think he'll bring me a lot of things—
A doll in a cradle that sways and swings,
A buggy and books and two gold rings.

He'll be hungry and tired and cold, I'm sure,
Making his long and lonely tour
To the homes of the rich, and the homes of the poor.

So I know how glad and surprised he'll be
When down our chimney he slides, to see
This nice little lunch prepared by me.

Here are bread and butter, and a piece of cake,
And a cup of coffee for him I'll make,
To cheer his heart and his thirst to slake.

When he fills the stockings I think he'll pause,
And he'll laugh a little and all because
Some one remembered Santa Claus.

There is one thing more that I must do,
And when that is done then I'll be through,
I must write—"Dear Santa, this is all for you."

Now I'll go to bed, and I hope I'll dream,
Till into my room the sunbeams stream,
Of Santa Claus and his spanking team!

The Stocking's Christmas.

I'm but an old striped stocking,
Well darned at heel and toe,
The stripes are out of fashion,
I knew that long ago;

My master he's a news-
boy,
Just old enough to
cry—

"Right here's your
evenin' paper,
Say, Mister, won't
you buy?"

He's hung me by the
chimney,
But it's so dark and
dim

That I'm afraid old
Santa Claus
Won't think of little
Jim.

Hark! that's like rein-
deer footsteps
Outside upon the
snow,

And, surely, that's the
dear old soul

A-shouting to them "whoa"!

He's coming down the chimney!

His hair's as white as wool!

And see his pockets and his pack!

My gracious, they're crammed full!

The first thing he puts in me—

It's settled in the heel—

A silver dollar, big and round,

I know it by the feel.

A ball, and then an orange,

I'll hold more than one thinks;

And candy's such a splendid thing

To fill up all the chinks.

I'm most afraid I'm splitting

My seam right in the back,

But, no, I'll stretch a little more,

Put in that jumping-jack.

Some mittens and new stockings,

They look so warm and red.

He'll want to put them right straight on

When he gets out of bed.

I'm worn and old, I've had my day

I really do believe,

But oh! I'm glad I was the one

Jim hung up Christmas eve. —Ada Shelton.

Scaring Santa Claus.

(Recitation for a very little boy.)

Do you know what I'd like to do when Santa Claus comes a-
knocking?

I'd like to squeeze up a little, and hide behind my stocking.

Then when he opened his pocket, I'd say "Boo!" just for
fun,

And maybe 'twould scare him so that he'd leave his presents,
and run!

O—h—h! wouldn't that be fun!

—Selected.

Songs for Christmas.

By LETTY STERLING, Oakes, N. Y.

(The following songs have been prepared especially for THE JOURNAL for Christmas, and have been adapted to popular airs, with which the children are familiar.)

Welcome, Beautiful Christmas Day.

(Tune: "Wonderful Words of Life.")

Welcome, beautiful Christmas day,
Welcome, we sing to thee,
Feeling thou hast come this way,
Happy thy face to see;
Day when love is reigning,
Day when gifts we're gaining,
Merriest day, happiest day,
Joy day of all the year,—
Merriest day, happiest day,
Day that is full of cheer.

Welcome, beautiful Christmas day.
More than a thousand times,
O'er the earth hath thy peace held sway,
Visiting all its climes;
Never older growing,
Ever good bestowing,
Merriest day, happiest day,
Joy day of all the year—
Merriest day, happiest day,
Day that is full of cheer.

Welcome, beautiful Christmas day,
Pleasant and glad, and bright
Are the beams that surround thy way,
Giving us love's own light;
Light that helps the weary
And the world makes cheery,
Merriest day, happiest day,
Joy day of all the year—
Merriest day, happiest day,
Day that is full of cheer.

Welcome, beautiful Christmas day,
Come and thy lessons teach,
Let their beauties all with us stay,
Into our lives to reach.
Then will homes be brighter,
Then will hearts be lighter,
Merriest day, happiest day,
Joy day of all the year—
Merriest day, happiest day,
Day that is full of cheer.

Christmas Joy.

(Tune: "There's A Good Time Coming, Help It On.")

There's a gladness all around,
Christmas joy!
There's a gladness all around,
Christmas joy!
Smiles can easily be found,
Mirth and happiness abound,
Christmas joy, Christmas joy,
Christmas joy, joy, joy!

There's a bustle through the street,
Christmas joy!
There's a bustle through the street,
Christmas joy!
Bundles, bundles do we meet,
Laughing crowds and tripping feet,
Christmas joy, Christmas joy,
Christmas joy, joy, joy!

Savory odors fill the air,
Christmas joy!
Savory odors fill the air,
Christmas joy!
Busy housewives everywhere
For their friends a feast prepare,
Christmas joy, Christmas joy,
Christmas joy, joy, joy!

There are some who do not know
Christmas joy!
There are some who do not know
Christmas joy!

To these poorer brothers go
And the seeds of gladness sow,
Christmas joy, Christmas joy,
Christmas joy, joy, joy!

We should do our best to make,
Christmas joy!
We should do our best to make
Christmas joy!
All that mars the good forsake,
And our worries from us shake,
Christmas joy, Christmas joy,
Christmas joy, joy, joy!

What's the Meaning?

(Tune: "Shall We Gather at the River.")

What's the meaning of the presents
That in every home abound?
What's the meaning of the gladness
On the children's faces found?

Chorus.—

Merry, merry, merry Christmas,
The merry time, the merry time of Christ-
Pleasant, merry, ancient Christmas,
Growing younger every year.

What's the meaning of the cedar,
Holly wreaths and mistletoe,
That to-day are beautifying
Many places that we know?—*Cho.*

What's the meaning of the music
Ringing out in joyful notes,
Every strain a strain of triumph
As it onward, upward floats?—*Cho.*

What's the meaning of the heart-glow
Where the friends together meet?
And what meaneth merry wishes
That so many lips repeat?—*Cho.*

(The following songs have been written by JENNIE D. MOORE, Wappinger's Falls, N. Y.)

Christmas Bells.

(Tune: "Hold the Fort.")

Loud the Christmas bells are ringing,
And the drifting snow
Lays in wreaths of pearly whiteness,
O'er the world below.

Chorus.—

Heard ye not the wondrous story,
Told of One on High?
One whose coming, one whose glory,
Nevermore shall die.

Ring, ye bells, from out the steeple,
Sound a joyous lay;
Telling unto all the people:—
"Christ is born to-day."—*Cho.*

Far away in Bethlehem watching,
O'er a manger low,
Angels chanted sweet the tidings,
In the "Long Ago."—*Cho.*

"Peace on earth," the hills re-echoed,
To the glad refrain;
And the Christmas bells, loud-pealing,
Breathe the words again.—*Cho.*

Christmas brings a flood of gladness,
So rejoice who may
In His love, whose birth hath given
This glad Christmas day.—*Cho.*

The Festive-Time.

(Tune: "Jewels.")

It is coming, it is coming!
With smiles and with singing
We will hail it, we will hail it,
The bright Christmas day.

It will bring to us pleasures,
So many sweet pleasures;
With glad smiles and bright faces,
We'll go on our way.

In the dawning, in the dawning,
The first Christmas morning
Our dear Savior, who so loves us,
Was far away born.
When the daylight is breaking
And the bells are all chiming,
We'll sing our gay carols
In the glad Christmas morn.

Happy Greetings.

(Tune: "What a Friend we have in Jesus.")

Christmas comes to us with gladness,
Christmas time o'erflows with joy;
Banish, banish, every sadness
Then each moment we'll enjoy.
Happy hearts and smiling faces,
Welcome in the glad some day.
In the high or lowly places,
"Merry Christmas," children say.

Over all the land the greetings,
Clear and sweet and joyous fall,
Rosy lips, with smiles, repeating,—
"Merry Christmas time to all"
May the hours be made so happy
To the little ones, that they
Twined about with love, will ever
Welcome the glad Christmas day.

Cheerful Givers.

(Tune: "Scatter Seeds of Kindness.")

There is pleasure sweet in giving,
Though the gift may be but small,
It may cause a ray of sunlight,
O'er some pathway dark to fall.
It may bring a trace of gladness
Unto hearts that weary be,
It may stem some tide of sadness,
Let us give right cheerfully.

Chorus.—

There is pleasure sweet in giving,
There is pleasure sweet in giving,
There is pleasure sweet in giving,
So we'll give right cheerfully.

Though it may be but a trifle,
Whether book, or slate, or card,
It will make our hearts seem lighter—
Giving is its own reward.
If we have of an abundance,
Then on others gifts bestow,
That all, whether high or lowly,
May the Christmas gladness know.

Chorus.—

The Christmas Tree.

(Tune: "Let the Lower Lights be Burning.")

We, with hearts so light and happy
Gather 'round the Christmas tree;
There are gifts that love has given,
Gifts for you, and gifts for me.

Chorus.—

See the tapers, lighted, burning,
Sending forth a cheery glow;
See the tree, a-sparkle, turning,
All its dainty gifts to show.

Tops and balls, and drums and every
Gift to mention, swinging there.
What care we, though snow-flakes whitely,
Flutter through the frosty air!—*Cho.*

For the tree that blooms at Christmas,
With its fruit so strange to see,
Soars amid its shining branches,
Some sweet, dainty gift for me.—*Cho.*

The Educational Field.



Anna B. Badlam.

Among the teachers who have devoted thought, study, and investigation to a better knowledge, a clearer comprehension, and a more skilful application of the laws that govern the development of the child's mind, Miss Badlam can well lay claim to the prominence and the excellence of her work. Miss Badlam is a thorough advocate of a public school system of education. She received her education in the public schools of Boston, graduating from the normal school under Dr. Larkin Dunton.

It was not until the closing year of her high school course that Miss Badlam decided to devote herself to the work in which she has proved so successful. An earnest student, a conscientious worker, it needed but the impetus of the normal school to awaken all the enthusiasm of her nature for the new life she was about to enter, and swayed by this new impulse, to overcome much of the native reserve and timidity, she began her work as a teacher in the Rice training school, Boston. Here, after a few years' experience, her earnestness and enthusiasm brought her into the notice of the keenest and most appreciative of critics, superintendents, and teachers, who were quick to recognize the excellence of her instruction, and the practical as well as philosophical character of her methods.

A keen student of human nature, she brought all her powers to bear upon the individuality of the child and its development. The extreme reticence of her nature and her reluctance to subjecting herself to the criticism of the public had to be overcome, however, before her first articles appeared in print in the *Primary Teacher*, under the signature, "Primary School." Encouraged by Mr. W. E. Sheldon, the editor, Miss Badlam finally consented to write under her own signature, and soon found herself recognized, and appealed to as an authority in methods and devices. Within the last few years she has written more directly to teachers, giving them out of her own personality the impetus to, and the impulse towards, a higher grade of teaching, a loftier standard of result.

Three years ago Miss Badlam accepted the principalship of the training school, Lewiston, Maine. Here, with her former wide experience as critic teacher to aid her, she had well-nigh unbounded success, and her graduates rank among the most promising of the city's teachers. The keynote of Miss Badlam's teaching has always been "character-building," and she has invariably succeeded in impressing her personality strongly upon her followers.

From a high sense of duty to her home circle, Miss Badlam resigned her position in Lewiston, and was immediately invited to the principalship of a school in one of the districts of Boston near her home, where she is making her influence felt and establishing some of the best methods drawn from her experience in training and normal school work.

Miss Badlam took a prominent part in the state conventions while in Maine, and her work at the Glens Falls summer school of methods, two years ago, met with warm recognition. The coming summer she will fill a large part of the program (primary work) for the summer college at Oskaloosa, Iowa, during its two weeks' session.

In addition to the articles which Miss Badlam has contributed widely to prominent school journals, she has written several well-

known educational works. Her "Suggestive Lessons in Language and Reading," "Stepping Stones to Reading," and "Aids to Number," have won her the gratitude and appreciation of teachers and friends of education; while her "Stories of Child-Life," the opening volumes of the "Young People's Library for Home and School," edited by Dr. Larkin Dunton, have gained her the appreciation of the most fastidious of all critics, the children.

The Massachusetts Teachers' Association.

The association met at Springfield, Nov. 25, 26. The first paper was by Secretary John W. Dickinson. He said the ultimate end sought by the schools was development, the subordinate ends instruction and knowledge; that the schools must be judged by their results and not be worried out of all ambition for a constant improvement. The association divided itself into high school, grammar school, and primary school sections; the high school section was addressed by Prest. Capen, of Tufts college, on "The Obligations of the Colleges to the Lower Schools."

Prof. A. B. Hart, of Harvard university, read a paper on "The Teacher as a Professional Expert." Among other points he said that the teacher who proposed reforms was looked on as a spy in the camp. Also that the great thing was for associated teachers to strive together to work out their ideals, instead of under elaborate limitations laid down by a paternal school board.

Principal John G. Wight, of Worcester, read a paper on "English in the High School." He said it had gone beyond discussion that more English should be taught in the high school. Skill in writing demanded daily compositions.

"Supervision in the French Schools" was presented by Joseph Jackson, of Worcester. J. W. McDonald, state agent, read a paper on "Algebra in the Grammar Schools," proposing about 100 lessons in addition, subtraction, multiplication, and division, of both whole and fractional algebra quantities.

Supt. W. H. Hailmann, of La Porte, Indiana, discussed the "Spirit and Purpose of the Kindergarten." The first purpose to be aimed at should be to give purpose to the child's spontaneity and direct that purpose in the channels of benevolence; to place the power of which he is becoming conscious in the service of definite ends. The second end is to convert the fragmentariness that besets all schools into entirety so that education shall be of one piece.

Supt. S. T. Dutton, of Brookline, discussed the principles of the kindergarten. He declared that Froebel had absorbed the best ideas of Comenius, Rousseau, and Pestalozzi, and added much of his own thereto and recast it in the mold of a deep spiritual insight.

President Schurman gave an address in the evening on the "Mission of the Public Schools." He thought there was undue prominence given to manual training. Also that it was a shame to see the ignorance of English literature that prevailed among college students. English literature well taught for four years in the secondary schools would have a more humanizing and liberalizing influence than all the linguistic study of Greek or Latin. He thought the school-houses might be given up at times each day for religious purposes to the Protestants and Catholics.

Hamilton W. Mabie, of New York, spoke on the "Creative Element in Teaching." He said that life is a continuous revelation addressed to the spirit of man and the end of education is to understand that revelation. The disciplinary and instructive elements of education have a great and permanent value. They teach a man to understand the order of which he is a part and to obey its laws, but they do not of themselves put him in vital relation with the stream of power, with the creative element. We need first-hand and direct contact with nature and with life.

The committee on resolutions recommended district supervision by the state; higher normal schools for college graduates; high school graduates only to enter normal schools; a state board of examiners. A petition appealing for suitable space at the World's fair was ordered.

Prof. G. H. Palmer, of Harvard university, spoke of "Instruction in Ethics in Schools." The teaching of ethics to children is difficult and dangerous, and more likely to deteriorate than to invigorate. Ethics is the science of conduct; morality is its practice; one rises in conscious and ordered knowledge, the other in inherited and half instinctive custom.

Dr. James MacAlister, of the Drexel institute, spoke on "The Relation of Education to the Economics and Industrial Conditions of the Times." He was not able to understand the strong opposition to manual training. The objection that the ideal of education is destroyed by using tools is not well founded.

The report on educational progress was read by Dr. L. Dunton, of Boston. He thought that the great need was that education should be in the hands of educational experts.

Charles W. Parmenter, of Cambridge, was elected president.

Patriotic Election.

On November 7 the second patriotic election in the schools of the Children's Aid Society in New York city was held in their school buildings. This was the question at issue: "Shall this school continue to salute the nation's flag every day at the morning exercises for another year?"

The method of conducting the voting was as follows: The school assembled in the afternoon on purpose to cast the ballots. A spirited patriotic program had been previously arranged for the schools, and parents and visitors were invited to be present. The ballots were distributed on the morning of election neatly enclosed in little brown envelopes on which, beside other labeling, was the following: "To learn how little Americans should be Trained for American Citizenship, look Inside." The ballot itself was a most interesting little document. On one side was the fateful "yes," "no," below the question at stake, and on the other side the following:

This country in which I live, and which is my country, is called a REPUBLIC. In a Republic, the people govern. The people who govern are called Citizens. I am one of the people and a little Citizen.

Our REPUBLIC is made up of 44 States, and the people in these 44 States taken together are called THE NATION.

The way the Citizens govern is, either by voting for the person whom they want to represent them, or who will say what the people want him to say,—or by voting for that thing they would like to do, or against that thing which they do not want to do.

The Citizen who votes is called a voter or an elector, and the right of voting is called the suffrage. The voter puts on a piece of paper what he wants. The piece of paper is called a Ballot.

THIS PIECE OF PAPER IS MY BALLOT.

My citizenship comes from THE NATION, but the suffrage is given me by my STATE.

The gift of citizenship, the right to vote; the right to say what the citizen thinks is best for himself and all the rest of the people; the right to say who shall govern us and make laws for us, are GREAT PRIVILEGES; to vote is A VERY GREAT RESPONSIBILITY, which I must learn to exercise conscientiously, and to the best of my knowledge and ability, as a little Citizen of this great AMERICAN REPUBLIC.

A certain number of "Judges of Election" were appointed by the principal who, in their official decoration of red, white, and blue rosettes, received the ballots from the voters, counted them at the close, and made returns to the principal in a printed form prepared for the occasion.

More than five thousand seven hundred children are in these schools and their parents represent twenty-three nationalities. The result of this second election was as follows:

Number of voters	5,705
Number who voted	4,630
Number voting for the flag	4,570
Number voting against the flag	60

There were $7\frac{1}{2}$ more votes this year than last over the same question. Thus closed successfully the second attempt to train practically the children of foreign parents in the duties of American citizenship. It is well known that to Col. George T. Balch is due this whole patriotic scheme of teaching these children American principles, by the doing of patriotic acts, instead of by wordy theory. Nothing could illustrate better his earnestness and co-operation in every detail of the work than the closing words of the printed directions to the principals of these twenty-one industrial schools, "Faithfully yours in the great cause."

The East Chicago meeting of the Cook County Association drew together three hundred teachers; they discussed primary reading. The subject was looked at more from a pedagogic standpoint, than we usually see it. Among other things it was declared that the bad habits acquired in early childhood usually remain throughout life. The subject is handled still in a primitive, parrot-like method. The pupil is taught that a word is a mechanical thing, formed of a certain number of letters, and he utters each word as a separate and distinct achievement, and the various words forming a sentence are pronounced in their proper order simply because they follow each other in the printed line. It is indeed a slander of the parrot to call such reading parrot-like, because that bird catches and mimics expression as well as sound.

It is a mistake to keep a young pupil on a book after he has lost all interest in the subject matter. Many children can recite their readers through from beginning to end. Any system of teaching reading is to be condemned which does not, from the earliest stages, interest the pupil in the thing he is reading about. Colonel Parker could not denounce the old method of alphabet teaching enough. A word, from the very first, should stand for a mental picture, and for nothing else. It is easier for the young mind to understand a printed word, which means something, than a letter, which is a mere mechanical symbol. The word is a more primitive human achievement, by untold centuries, than the letter.

Another speaker said that only a beginning had been made of teaching reading right, and the late experiments in teaching French were cited. Altogether the meeting was a fine one. F.

The Buffalo Commercial says: "The curse of the public school system of Buffalo is politics." One of these days politics will have to let go; of course, not just yet, but as the teachers improve and become professional they will emerge from under the politician's heel.

New Books.

The popularity of Mrs. Browning's poems in this country are fully as great as they are in England. Her appeals for liberty and humanity, the deep pathos, the high poetic quality of her work are appreciated wherever the English language is spoken. Many of the shorter poems, like "To Flush My Dog," "Cowper's Grave," "The Pet Name," "The Cry of the Children," have become familiar to the general reader through frequent quotations. Liberty-loving Americans especially admire her poems in behalf of



"WHEN WE WERE CHILDREN TWAIN."

From "Mrs. Browning's Poems" (Frederick A. Stokes Co.)

the struggling Italians. A volume, *Poems*, has just been issued. This and its companion, *Aurora Leigh and other Poems*, compose the complete poetical works of Mrs. Browning. The book contains numerous new illustrations by Frederick C. Gordon. It is beautifully printed, and the binding is half gold with delicate violets, while the back is white with gilt scrolls and letters. (Frederick A. Stokes Co., New York. \$1.50.)

Another volume similar in style, binding, etc., to the above contains, besides Mrs. Browning's famous long poem, "Aurora Leigh," "A Drama of Exile," "The Seraphim," and "Prometheus Bound," from the Greek of Aeschylus. It is finely illustrated by Frederick C. Gordon. (Frederick A. Stokes Co., New York.)

In *Stories for Children* Lucretia P. Hale gives a series of lessons on common things, each one containing a moral accompanying it naturally; the story and the moral being so blended that the one suggests the other. The matter contained in the book can profitably be used within the third, fourth, and fifth year grades. It is intended that the children shall read the several chapters of the book in course, as it is deemed best that the order of the book in the presentation of the subjects shall be observed. Among the subjects are the three kingdoms, coal and iron, steel, our food, house that Jack built, heat and light, sense, lower animals, higher animals, work and play, study, how to live, etc. We have seldom seen a book so well adapted to school-room needs. Earnest teachers who desire the moral as well as the mental development of their children by following the lines laid down here, or those similar to them, may be assured of beneficial results. (Leach, Shewell & Sanborn, Boston and New York. 40 cents.)

The bound volume of *Babyland* for 1892 is especially beautiful and delightful in its picturesque setting of dainty story and pretty verse, with occasional merry jingle. There are three story-sets of twelve tales each: "The Tiptoe Twins," "The Sweetheart Stories" and "Nurse Karen's Norway Tales," not to mention the shorter stories and verses, which Baby will soon learn "by heart" after hearing Mamma read them over at bedtime, and looking at their pictures all by himself. *Babyland* is an unfailing source of amusement for the children. (D. Lothrop Co., Boston. Cloth, \$1.00; boards, 75c.)

The little pamphlet, *Accidents and Emergencies*, by Dr. G. G. Groff, should have a wide circulation, especially among teachers. In the thirty-one pages of this book he has condensed an incredible amount of information. It is a number of the Rural library, which contains a large number of useful publications. (The Rural Publishing Co., Times Building, New York.)

Young people who have been entertained by the previous books by Martha Finley, in regard to Elsie, will be anxious to obtain the one just issued, entitled *Elsie at Viamede*. Much history is incorporated with the narrative. A means is thus furnished of learning American history and of being entertained with a story at the same time. The mother, father, grandfather, and the captain are the story tellers and the children intersperse remarks. The events related are the defense of New Orleans by Jackson, the taking of New Orleans by Farragut, Bourgoynes campaign, the burning of Washington, etc. Besides there are plenty of domestic incidents to give variety to the story. (Dodd, Mead & Co., New York.)

The hearts of the little ones will be delighted by the charming drawings in Maud Humphrey's *Book of Fairy Tales* just published. The artist has been happy in the faces, poses, composition, and coloring of her pictures, and there is much originality in the treatment of the subjects. Among the stories illustrated are such well worn ones as "Cinderella," "Little Red Riding Hood," "Puss in Boots," "Beauty and the Beast," "Goody Two Shoes," "Jack and the Beanstalk," "The Three Bears," "The Babes in the Wood," "Jack the Giant Killer," etc. This is a book that will be eagerly sought for during the holiday times. (Frederick A. Stokes Co., New York. \$2.50.)

The story of Lincoln's career will always be an attractive one to American youth. In the *Children's Life of Abraham Lincoln*, M. Louise Putnam has set forth its domestic, political, dramatic, and tragic features. The main purpose of the book was to instruct, but it will also entertain; and besides, no youth can con-

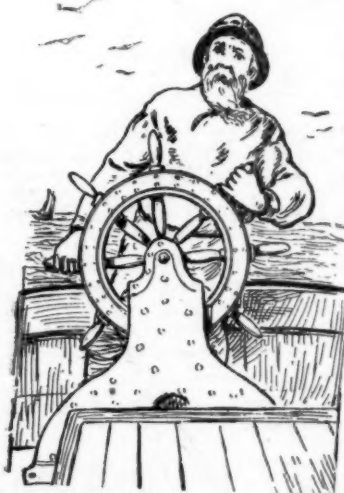
template Lincoln's grand, self-sacrificing character without being made better, without having his ideas of life ennobled. This life has been written in simple language, with a proper regard for the relative importance of events, and in a highly impartial way. The book is beautifully illustrated, the initial letters to the chapters especially being original, artistic, and appropriate. (A. C. McClurg & Co., Chicago. \$1.25.)

Witch Winnie's Studio; or, The King's Daughter's Art Life, by Elizabeth W. Champney, is a clever story of New York, giving the trials and triumphs of a young girl artist and her companion. The style is lively and there are plenty of interesting incidents. The author evidently writes from experience. The book is one that will be thoroughly appreciated by girls especially those who have a tendency toward art. These are excellent illustrations, and plenty of them, by J. Wells Champney. (Dodd, Mead & Co., New York.)

No. 55 of the Riverside Literature series contains *The Merchant of Venice*, annotated for school use by Samuel Thurber. The editor considers that the help which the beginners in Shakespeare study needs is that having in view the formation of mental habits rather than preparation for impending scholastic tests. In this edition the notes have not been made so numerous as to deprive the pupil of the necessity for thinking. They help him where help is indispensable. Many of the difficulties can be solved by consulting the dictionaries. The introduction gives many valuable hints for studying Shakespeare. (Houghton, Mifflin & Co., Boston, New York, and Chicago.)

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A volume of tales by Jane G. Austin that have been pub-

lished from time to time in *Harper's*, *The Atlantic*, *Putnam's Monthly* and other magazines, has lately appeared. They all relate to the Pilgrims and their somber life on the "bleak New England coast," the title of the volume being *David Alden's Daughter and Other Stories of Colonial Times*. The interest of those brave men and women increases as they recede in time and as the marks of early colonial customs are effaced. The author has studied early New England history carefully and thoughtfully, and has given faithful pictures of the Pilgrims and their quaint ways. She enables the reader to go back in imagination to the times of Carver, Standish, and Bradford. If one would know the New England of these worthies and their associates he should read this author's stories. (Houghton, Mifflin & Co., Boston. \$1.25.)

The great popularity of J. T. Trowbridge's stories is due to their naturalness. Each person coming into view is seen to be a real character, a study from nature, with his own traits and features,—his own peculiarities, faults, and foibles. Each has his own part to perform, apparently unconscious of the general design which goes on like the elaboration of a pattern of lace, and which involves the action of all the people like so many looped and knotted threads. The latest story by this author is *The Fortunes of Toby Trafford*. The events described are those that might happen in a thousand places, yet few could describe them as Trowbridge has done. The hero is not an impossibly good boy, but he has manly instincts; and is safely kept from evil ways by the counsels of an excellent mother, and by his wise and noble-hearted schoolmaster. Boys will follow his career and his good and bad fortune with genuine interest. (Lee & Shepard, Boston.)

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Magazines.

—The *Political Science Quarterly* for December contains three articles of timely practical interest: Mr. Thomas L. Greene, the railway expert, under the title "Railway Accounting," explains in some detail the relation between the book-keeping and the actual condition of a road; Mr. W. Z. Ripley presents a careful study of the recent changes in "The Commercial Policy of Europe." I. A. Hourwich, the Russian barrister and statistical writer, contributes a critical study of "The Russian Judiciary," describing the reforms of procedure under Alexander II. and the successful efforts of the bureaucracy to nullify them.

—In the December number of Cassell's *Family Magazine*, the highly entertaining serial, "Lady Lorimer's Scheme," comes to an end, and so does "Barbara Merivale," which has given so much pleasure to the readers of the magazine. New serials by favorite authors will be begun in the next issue.

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—In the December number of *The Atlantic Monthly* Mr. Crawford brings his serial story, "Don Orsino," to an unexpected and striking close; and in the final passages of his novel tells us that in his hero we see a sketch of the young man of the transition period in Italian life. He intimates that this is the end of his series of histories of the Saracinesca family. The chief attraction of this number is a collection of letters that James Russell Lowell addressed to W. J. Stillman, which are very delightful reading.—full of the genial, sunny disposition, and the quick touches of humor and feeling which were so characteristic of the man.

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—Encouraged by the unprecedented success attending the introduction of illustrations in the department of Newest Books, the editors of *Current Literature* decided to devote about fifty pages of the Christmas number to the discussion of books of the season. One hundred and fifty volumes, fresh from the press, are classified and reviewed with descriptive and critical comment boiled down to the fewest words, extended readings from the most notable volumes of the month are presented, while nearly four dozen selected illustrations are reproduced by the latest processes.

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—While Mr. Howells will not, during 1893, confine his literary work to any single periodical, it may be authoritatively announced that he has entered into a contract with *The*

Ladies' Home Journal whereby his most important work will, for some time to come, first see print in the pages of that magazine. His new novel, "The Coast of Bohemia," begins in the Christmas issue of the *Journal*.

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